

Baginton Fields School

"Dedicated to delivering inspirational learning experiences"

Job description for Class Teacher with Subject Responsibility at Baginton Fields School

Baginton Fields School is committed to safeguarding and promoting the welfare of its students. All staff are expected to share and demonstrate this commitment.

All employees must remain vigilant to ensure the safeguarding and child protection of students on roll and adhere to the requirements of *Keeping Children Safe in Education (DfE 2021)* and the *Policy for Safeguarding and Child Protection 2010-22*.

All staff are expected to demonstrate commitment to the school vision
"Dedicated to delivering inspirational learning experiences"

Post title	Class teacher + Subject Leader.
Pay grade	Main Pay Spine
SEN points	+ 1 SEN point.
Key External Contacts	<ul style="list-style-type: none">• Parents and families• The wider multi-disciplinary team including medical professionals and therapists• Education advisers and consultants within the Local Authority• Colleagues in local schools
Key Internal Contacts	<ul style="list-style-type: none">• School Governors• Teachers based at the school• Support staff based at the school
Responsible to	<ul style="list-style-type: none">• Headteacher and Governing Body

All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. Reference should also be made to the Teachers Standards (effective from 1st September 2013). The post also includes the Subject Leadership of a subject, to be agreed following appointment. Duties and responsibilities of the post may change over time as requirements and circumstances change. The post-holder may also be required to carry out such other duties as may be necessary from time to time and to fulfil any reasonable expectations of the headteacher. School Teachers' Pay and Conditions Document requires all teachers to be involved in:

- Advising and co-operating with the headteacher, the senior leadership team and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

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- Taking any such part as may be required in the review, development and management. of activities relating to the curriculum, organisation and pastoral functions of the school
- Coordinating or managing the work of other staff.

The main expectations of the role are as follows:

Planning, teaching and class management

This will include:

- Assisting in the development and implementation of policies, practices and the curriculum programmes which reflect the schools' commitment to high expectations and effective teaching and learning.
- Planning, preparing and teaching lessons which engage students and ensure they achieve progression in their learning.
- Setting clear targets, specifying how teaching will build on prior attainment and how students will be assessed.
- Using a range of teaching approaches which differentiate for students' different levels of ability.
- Making planned use of a range of ICT to support children's learning.
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to individual need.
- Evaluating their own teaching to improve effectiveness.
- Selecting appropriate learning resources.
- Working collaboratively and in a spirit of mutual respect with a multi-disciplinary team to enable the best outcomes for students.
- To be responsible for maintaining the good discipline of students as directed by the Headteacher, and as required by school policy documentation.
- To be responsible for maintaining a safe classroom environment, observing health and safety guidelines as appropriate.

Pupil Progress

This will include:

- Setting appropriate annual review/EHCP targets and curriculum objectives for all subjects which will meet the needs of all learners.
- Making effective use of assessment and ensuring coverage of programmes of study.
- Regularly assessing student work and maintaining appropriate recording and reporting systems to inform future practice.
- Providing regular summative assessment of student attainment.

Subject Leader

Subject Leaders will be required to:

- Lead the curriculum area, advocate for the subject and offer guidance to other staff as required.
- Have a good working knowledge of assessment for that area and of the school bespoke Progress Walls.
- Be familiar with long term planning and programmes of study.

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- Know what resources are available in school, locally and nationally – plan for future resource requirements.
- Maintain a Subject Leader File available to all staff.
- Visit other classrooms and undertake peer observations focused on curriculum area.
- Monitor staff planning, outcomes, displays, celebrations, activities and students' work for your curriculum area.
- Lead, contribute and participate in class based, school and regional moderation.
- Monitor standards in the subject and analyse trends. Track progress of individual students.
- Develop standards guidance that contains exemplary material for school bespoke Progress Walls used for assessment – evidence annotated, dated, named and levelled to assess and track progress.
- Work in collaboration with faculty subject leader colleagues.
- Submit annual budget request annually.
- Present subject improvement information to the Governing Body.
- Participate in an annual Subject Review meeting with the Curriculum Co-ordinator (Deputy Headteacher).
- Prepare an annual summary report for the Governing Body.
- Develop an improvement plan for the curriculum area, linked into the School Improvement Plan
- Contribute to writing and updating the subject policy.
- Work collaboratively with colleagues from other mainstream and special schools to the benefit of the subject.

Management of staff

This will include:

- Managing the work of support staff, students and other adults to support pupil progress and well-being.

Additional Information relating to all Teachers.

- All teachers are required to actively participate in an Annual Appraisal (Performance Management) process, in line with Teacher Standards.

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