

Delius Special School
Outline Job Description

POST TITLE:	TEACHER – PRIMARY SEND
POST REF:	
GRADE:	MAIN SCALE / UPPER PAY SCALE + SEN 1

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a Primary SEND school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school/specify key stages and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/across the curriculum.

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May be required to work with pupils of any age within the age-range of the school.

May be required to work with pupils with the full range of SEND within the school

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Delius Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

- To be confirmed

EFFORT DEMANDS:

- Will contribute to and role model the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals, and lead teams of support staff.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure. Safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

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- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures Promote Fundamental British Values supporting pupils to be prepared for life in modern Britain.

RESPONSIBILITIES:

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.

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- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, **Special Needs** teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events. Be willing to support Parent evenings and events, Friends of Delius and contribute to Engaging Families

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

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- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers, nurses, physiotherapists, consultants, social workers etc

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing and will be required to support pupils in the swimming pool
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local authority, external providers, Social care, Ofsted, school reviews etc.etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post will include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

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- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher. Safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.
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- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
 - Will not require holiday leave during term time.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E)	DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Proven record of success as an outstanding Teacher 	<ul style="list-style-type: none"> • Experience of additional educational needs/SEND

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	<p>(UPS) or good (Main scale)</p> <ul style="list-style-type: none"> • Evidence of curriculum leadership and development appropriate to the key responsibilities. (UPS) • An understanding and demonstration of barriers to learning and how those may be overcome • Experience of managing performance and intervention strategies to raise performance • Experience of safeguarding • Able to manage pupil behaviour effectively. • Provide evidence of having previously spoken fluently to customers public/service users at an Advanced Threshold Level • 	<p>successful teaching</p> <ul style="list-style-type: none"> • Previous successful teaching within EYFS/ primary education • Experience of working alongside employer partners to achieve learning objectives • Multi agency working
<p>QUALIFICATION/</p> <p>TRAINING:</p>	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject • Qualified Teacher Status • Willingness to participate in further training and development opportunities. i.e. <p>Behaviour Management and physical intervention – Team Teach</p> <p>communication approaches to access the curriculum. hoists and physical positioning, moving and handling therapy and medical interventions, First Aid, NARS etc specialist feeding techniques Child Protection, safeguarding , including at least Part1 of</p>	<ul style="list-style-type: none"> • Professional qualification or relevant experience

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	the current statutory guidance in Keeping children safe in education	
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of internal and external stakeholders • Excellent literacy, numeracy and IT skills • Problem solving skills. • A willingness to understand the issues relating to pupils who have additional learning needs, more able and special educational needs. • • Ability to relate well to pupils and adults. • • Ability to work constructively as part of a team. • • Ability to remain calm under pressure. • • Demonstrate a commitment to working with children of the relevant age and SEND • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. • Willingness to follow all school policies • A willingness to understand 	<ul style="list-style-type: none"> • Willingness to support Friends of Delius

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	<p>the issues relating to pupils who have additional learning needs, more able and special educational needs.</p> <ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate a commitment to working with children of the relevant age and SEND • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. • Support Parent events and Engaging Families • Commitment to race, gender, all equalities and social inclusion and willing to promote fundamental British values • Willingness to safeguard children and adults and implement the Child Protection and Safeguarding Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the 	
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	<p>Prevent Duty to safeguard children and adults from extremism. Understand their duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationships with pupils</p> <ul style="list-style-type: none"> In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. 	
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OFFICE USE ONLY:

COMPILED BY:	Michele Huddart
DATE OF ISSUE:	<u>February 2016</u>

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Delius Special School - Appraisal Policy/Pay Policy Revised DRAFT : January 2018
Teacher Standards and Career Progression

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in their work, conduct and progress for pupils. Teachers at all levels will act with honesty and integrity; have strong subject /aspect /leadership and SEN knowledge, and keep knowledge and skills as teachers up-to-date .We are self-reviewing; forge positive professional relationships; and work with parents in the best interests of our pupils. We expect all teaching and leadership to be consistently and typically good or better. Teaching and leadership, day to day, in teaching observations, drop ins, interactive learning walks (ILWs) is expected to meet the appropriate standards set out in the teaching observation sheet and to meet the agreed standards , according to experience, post and pay level. If our quality assurance measures indicate that expected teaching/leadership standards, are not being met, then a support and development programme will be put in place. A teacher who receives a “Requires Improvement” judgment on a teaching observation, will be offered guidance on how to improve and offered the opportunity to be observed again to demonstrate improved teaching. Teachers wishing to move to the next pay range will be given opportunities to demonstrate success in aspects of the next pay range if at all possible to develop their skills and to support their career development and the school’s succession planning.

	Part 1 - Teaching			
	Point 1-2 (NQT/QTS/UQT)	Point 3-6 (QTS/UQT)	Upper Pay Range 1- 3/TLR	Evidence of development (if a teaching role) to consistently good plus and outstanding teaching (mainly strengths, with no weaknesses)
<p><i>Italics indicate the OFSTED 2013 recommendations</i></p> <p>A teacher must perform to their Job description</p> <p>A teacher must:</p>	<p>Development through M1-2 to consistently good teaching (some strengths, few weaknesses)</p> <p>NQTs (M1) Develop consistently good teaching by the end of the second term</p> <p>UQTs & RQTs (M2) Consistently good teaching by the end of the first term</p>	<p>Development through M3 to M6 to consistently good (some strengths, few weaknesses) to aspects of outstanding teaching (mainly strengths, with no weaknesses)</p> <p>Those wishing to progress to the next standard must demonstrate a significant proportion of the Upper Pay Range 1-2/TLR , as well as contributing to meeting all the OFSTED recommendations and School Improvement plan.</p>	<p>Development from consistently good plus to outstanding teaching (mainly strengths, with no weaknesses)</p> <p>UP3 : should demonstrate how they contribute to effectively to meeting all aspects of the Ofsted recommendations, the School Improvement Plan, and make a strong contribution to all aspects of school life.</p> <p>Those wishing to progress to the next pay scale or standard must demonstrate a significant proportion of the Upper Pay 3/Leadership , as well as contributing significantly to meeting all the OFSTED recommendations and leading effectively on aspects of School Improvement Plan</p>	<p>The headteacher must meet standards for headteachers. Other leaders should meet aspects of any leadership posts and headteacher standards.</p> <p>Leaders’ judgements on teaching observations, interactive learning walks and drop ins, across the school day, must be moderated and validated by the Head teacher and /or external professional/peer head teacher or inspector. The headteacher’s judgements on teaching observations, interactive learning walks and drop ins, across the school day, and overall performance must be moderated and validated by external professionals such as Inspectors, School 2 School consultants, peer heads etc.</p> <p>UP3 and leadership significantly contribute to meeting all the OFSTED recommendations</p> <ul style="list-style-type: none"> • effective and sustained leadership of several areas of the School Improvement Plan • effective and sustained leadership across all areas school life • a significant and sustained contribution to school improvement , year on year

<p>1.Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set targets and learning objectives that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>Teaching observations ,ILWs, and drop ins across the school day consistently demonstrate</p> <ul style="list-style-type: none"> a calm, ordered teaching environment pupils being engaged and increasingly challenged and inspired clear routines and expectations being established pupil feedback about their learning is often positive 	<p>Teaching observations, ILWs and drop ins, across the school day, consistently demonstrate</p> <ul style="list-style-type: none"> a consistently calm, ordered teaching environment the vast majority of pupils being engaged, challenged and inspired pupils enjoying their learning clear routines and high expectations are established pupil feedback about their learning is positive 	<p>Teaching , ILWs and drop ins, pupil progress ,across the school day, consistently demonstrate</p> <ul style="list-style-type: none"> a consistently calm, purposeful ,ordered teaching environment with a high level of motivation pupils of all abilities being consistently engaged, challenged and inspired pupil enjoyment and independence in learning clear routines and high expectations are embedded pupil feedback about their learning is consistently positive 	<p>Teaching observations ,ILWs and drop ins across the school day , consistently demonstrate</p> <p>All of UP1-3/TLR (as appropriate to teaching or non teaching role) use the UP3 standard for teaching.</p> <p>Leaders must model and/or guide or lead excellent practice and outcomes, effective CPD , monitoring and evaluation of these standards across school, as appropriate to their responsibilities and Appraisal targets in Part 1-8 , and record the impact in each standard.</p>
<p>2.Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> most pupils achieve good levels of progress learning outcomes are visible throughout lesson, explained and contextualised planning takes into account the needs of all pupils pupils know their target /levels and these referred to within the lesson pupils are given opportunities to reflect on their learning activities are planned to take into account the 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> Pupil progress meetings and evaluations of IEPs and moderation activities demonstrate accurate assessment and SMART target setting ability Interventions improve learning Many pupils achieve above the expected level of progress relative to their ability & starting points planning takes into account the needs of 	<p>Planning records and pupil outcome data demonstrate</p> <ul style="list-style-type: none"> Pupil progress meetings and evaluations of IEPs and moderation activities demonstrate accurate assessment and SMART target setting ability Specific Interventions improve learning Leaders of core subjects and/or priority subjects on the SIP evaluate progress across school and lead on CPD to promote higher standards many pupils of all abilities consistently achieve above the expected level of progress and 	<p>List examples and impact</p>

<ul style="list-style-type: none"> teaching encourage pupils to take a responsible and conscientious attitude to their own work and study. <i>targets set for the most able pupils are sufficiently challenging and enable them to make the progress of which they are capable</i> 	<ul style="list-style-type: none"> different learning styles and needs of the pupils pupils are encouraged to take responsibility for their own learning and planning facilitates independent learning activities trackers , assessment files and Progress over time displays follow guidance and evidence good progress <i>targets set for the most able pupils are sufficiently challenging and enable them to make the progress of which they are capable and teachers coach their class team on interventions used</i> 	<ul style="list-style-type: none"> all pupils the use of target levels with pupils is an integral part of planning and teaching activities pupils reflect on their learning and demonstrate how they can improve a wide range of activities are used to stimulate and motivate pupils pupils take responsibility for their own learning and planning facilitates independent learning activities trackers , assessment files and Progress over time displays follow guidance and evidence good or better progress for most pupils <i>targets set for the most able pupils are sufficiently challenging and enable them to make the progress of which they are capable and teachers coach their class team on interventions used, and offer interventions/clubs to promote HA progress across school</i> 	<ul style="list-style-type: none"> some make exceptional progress planning takes into account the needs of all pupils the use of target levels with pupils is an integral part of planning and teaching activities <ul style="list-style-type: none"> a wide range of activities are used to stimulate and motivate pupils pupils are independent learners who reflect on their progress and talk/feedback about their learning trackers , assessment files and Progress over time displays follow guidance and evidence good or better progress for most pupils <i>targets set for the most able pupils are sufficiently challenging and enable them to make the progress of which they are capable and teachers coach their class team on interventions used, and offer interventions/clubs to promote HA progress across school and evaluate the impact of their work</i> 	
3.Demonstrate good subject and curriculum	Teaching observations interactive learning walks &	Teaching observations interactive learning walks	Teaching observations , interactive and learning walks & drop ins, pupil	List examples and impact

<p>knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas • demonstrate an understanding of and take responsibility for promoting high standards of literacy, CCL, articulation and the correct use of standard English, • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • ensures all adults use signs and symbols consistently to aid the communication of pupils • if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills, particularly in shape, space and measures in other subjects 	<p>drop ins, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and the ability to address misunderstandings • a critical understanding of developments in the subject and curriculum areas • an understanding of and a responsibility for promoting high standards of literacy, CCL and communication, articulation and the correct use of standard English, • if teaching early reading, a clear understanding of systematic synthetic phonics • ensures all adults use signs and symbols consistently to aid the communication of pupils • if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills, particularly in shape, space and measures in other subjects and shows clear understanding of appropriate teaching strategies. 	<p>& drop ins, pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • a thorough knowledge of the relevant subject(s) and curriculum areas, a creative approach to and maintaining pupils' interest in the subject, and to addressing misunderstandings • a critical understanding of developments in the subject and curriculum areas and a love for learning • an understanding of and the use of strategies for promoting high standards of literacy, CCL and communication articulation and the correct use of standard English, • if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills, particularly in shape, space and measures in other subjects and shows clear understanding of appropriate and creative teaching strategies • Coaches all adults in 	<p>progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • a thorough knowledge of the relevant subject(s) and curriculum areas, with pupils motivated and inspired to learn the subject, • a critical understanding of developments in the subject and curriculum areas, with a positive and creative response to new development and opportunities • the use of effective strategies for promoting high standards of literacy, CCL and communication, articulation and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, an expert understanding of systematic synthetic phonics • if teaching early mathematics, provides more opportunities for pupils to practice and improve their mathematical skills, particularly in shape, space and measures in other subjects and has an expert understanding of range of appropriate and creative teaching strategies. • Coaches all adults in the use of signs and symbols consistently to aid the communication of pupils and models good practice and provides specific intervention strategies • Leads on, provides CPD, monitors, evaluates and improves standards in relevant areas /subjects /aspects • 	
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	<ul style="list-style-type: none"> Have a developing understanding of SEN and EYFS approaches to learning 	<p><i>the use of signs and symbols consistently to aid the communication of pupils and models good practice</i></p> <ul style="list-style-type: none"> *leads on and provides CPD in relevant areas /subjects /aspects Have a good knowledge of SEN & EYFS approaches to learning 		
<p>4. Plan and teach well structured lessons/sessions</p> <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time <i>ensure lessons are conducted at a pace that maintains pupil interest</i> promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s). if teaching early 	<p>Teaching observations , interactive learning walks & drop ins , across the school day and , pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> effective use of lesson time ensures that learning outcomes are met <i>ensure lessons are conducted at a pace that maintains pupil interest</i> pupils enjoy their learning and are increasingly able to work independently homework and outside the classroom learning opportunities are used to enhance and develop learning systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching a contribution to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>Teaching observations and interactive learning walks & drop ins across the school day and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> lesson time ensures that challenging learning outcomes are met <i>*ensure lessons are conducted at a pace that maintains pupil interest to support good and outstanding learning and behaviour</i> pupils enjoy their learning, recognise the pace of their learning and are able to work independently homework tasks and outside the classroom learning opportunities are used to enhance and develop learning that they begin to lead systematic reflection and dialogue on the 	<p>Teaching observations and interactive learning walks & drop ins, across the school day and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> appropriate, rigorous and challenging learning outcomes are met by all pupils highly motivated students enjoy learning, recognise the quality of it and work independently innovative homework tasks and outside the classroom learning opportunities are used to enhance and develop learning that they are leaders of systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching, a significant contribution to the design and provision of an engaging curriculum within the relevant subject area(s), sharing expertise and best practice <i>if teaching early mathematics, shape space and measures , an expert understanding of range of appropriate and creative teaching strategies.</i> 	List examples and impact

<p>mathematics, shape , space and measures demonstrate a clear understanding of appropriate teaching strategies.</p>	<ul style="list-style-type: none"> • <i>if teaching early mathematics, shape . space and measures, a clear understanding of appropriate teaching strategies.</i> 	<p>effectiveness of lessons and approaches to teaching,</p> <ul style="list-style-type: none"> • a significant contribution to the design and provision of an engaging curriculum within the relevant subject area(s), sharing expertise and best practice • <i>if teaching early mathematics, shape , space and measures, a clear understanding of appropriate and creative teaching strategies.</i> 	<ul style="list-style-type: none"> • <i>ensure lessons are conducted at a pace, and different paces according to pupil need, that maintains pupil interest to support good and outstanding learning and behaviour</i> • 	
<p>5.Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different 	<p>Teaching observations , interactive learning walks & drop ins, across the school day and pupil progress and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of 	<p>Teaching observations, interactive learning walks & drop ins across the school day and pupil progress collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • consistent approaches to differentiation, which enable pupils to be taught effectively • a secure understanding of how a range of factors can inhibit pupils' ability to learn, and using strategies to overcome these • an awareness of the physical, social and intellectual development of children, and consistently adapting 	<p>Teaching observations, interactive learning walks & drop ins across the school day, and pupil progress and collaborative team work consistently demonstrate</p> <ul style="list-style-type: none"> • expert approaches to differentiation, which enable pupils to be taught effectively and achieve beyond target level • an expert understanding of how a range of factors can inhibit pupils' ability to learn, and the use of a wide range of effective strategies to overcome these • an awareness of the physical, social and intellectual development of children, and consistently adapting teaching to support pupils' education at different stages of development • a thorough understanding of the needs of all pupils, including those with special educational needs; those of high ability; 	<p>List examples and impact</p>

<p>stages of development</p> <ul style="list-style-type: none"> • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. • <i>Increase the effectiveness and use of support staff</i> • <i>adhere more closely to the written plans in place which give clear direction for moving pupils around school.</i> 	<p>development</p> <ul style="list-style-type: none"> • a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and the ability to use and evaluate distinctive teaching approaches to engage and support them. • <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required</i> • <i>adhere more closely to the written plans in place which give clear direction for moving pupils around school and teachers coach their class team on transition plans used</i> 	<p>teaching to support pupils' education at different stages of development</p> <ul style="list-style-type: none"> • a thorough understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; having a wide range of effective strategies to engage and support them • <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required.</i> • Provide dedicated support programmes if required, evaluating and monitoring support staff progress • <i>Provide inclusive campus sessions that support learning</i> • <i>adhere more closely to the written plans in place which give clear direction for moving pupils around school and teachers coach their class team on transition plans used and offer strategies to</i> 	<p>those with English as an additional language; those with disabilities; having a wide range of effective strategies to engage and support them.</p> <ul style="list-style-type: none"> • Share of best practice and lead staff development • <i>Increase the effectiveness and use of support staff; Coach and mentor support staff in class meetings on ICT, AFL, Communication and other areas as required.</i> • Provide dedicated support programmes if required, evaluating and monitoring support staff progress and guidance to colleagues • <i>Provide inclusive campus sessions that support learning and track this progress</i> • <i>adhere more closely to the written plans in place which give clear direction for moving pupils around school and teachers coach their class team on transition plans used ; offer strategies to promote good transitions across; positively challenge poor practice and begin to evaluate the impact on whole school progress and well being</i> 	
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		<i>promote good transitions across school</i>		
6. Make accurate and productive use of assessment <ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	Teaching observations, interactive learning walks & drop ins, work scrutiny, pupil progress and collaborative team work demonstrate <ul style="list-style-type: none"> knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the use of formative and summative assessment in planning and teaching to secure pupils' progress the use of relevant data to monitor progress, set targets, and plan subsequent lessons regular feedback to pupils, both orally and through accurate marking, and encouraging pupils to respond to the feedback. Plenaries /mini plenaries support self, peer and staff assessment and support future learning (next steps) Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers Actions from Pupil progress meetings are effective, including 	Teaching observations and learning walks / drop ins, work scrutiny, pupil progress and collaborative team work consistently demonstrate <ul style="list-style-type: none"> thorough knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the consistent and effective use of formative and summative assessment in planning and teaching to secure pupils' progress the consistent and effective use of relevant data to monitor progress, set targets, and plan subsequent lessons regular, effective feedback to pupils both orally and through accurate marking, which ensures pupils know how to improve and encourages pupils to respond to the feedback. 	Teaching observations and learning walks / drop ins, work scrutiny, pupil progress and collaborative team work consistently demonstrate <ul style="list-style-type: none"> expert knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments the consistent and effective use of formative and summative assessment in planning and teaching to secure pupils' progress above the expected level the consistent and effective use of relevant data to monitor progress, set targets, and plan subsequent lessons regular, effective feedback to pupils, both orally and through accurate marking, which ensures pupils know how to improve and pupils respond instinctively to the feedback. Plenaries /mini plenaries support self, peer and staff assessment and support future learning (next steps) and are consistently accurate Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers and develop practice Help lead actions from Pupil progress meetings, for specific priority and core subjects meetings are effective, 	List examples and impact

	<p>interventions</p> <ul style="list-style-type: none"> • Begin to analyse data for own classes/groups to inform learning, targets and interventions 	<ul style="list-style-type: none"> • Plenaries /mini plenaries support self , peer and staff assessment and support future • Delius assessment processes are followed accurately e.g. Pupil assessment Files and Trackers • Actions form Pupil progress meetings are effective , including specific interventions • Begin to analyse data for own classes • /groups, areas and subjects of responsibility, to inform whole school learning, targets and interventions 	<p>including specific interventions</p> <ul style="list-style-type: none"> • Analyse data for own class/groups, areas and subjects of responsibility, to lead on whole school learning, targets and interventions 	
<p>7.Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards 	<p>Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards 	<p>Teaching observations, ILWs, drop ins, across the school day, pupil progress and behaviour data and collaborative team demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an 	<p>Teaching observations, ILWs, drop ins, across the school day, pupil progress and behaviour data and collaborative demonstrate</p> <ul style="list-style-type: none"> • there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • classes are managed effectively, using a wide range of approaches which are appropriate to pupils' needs in 	List examples and impact

<ul style="list-style-type: none"> consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<ul style="list-style-type: none"> consistently and fairly classes are managed effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them good relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. 	<ul style="list-style-type: none"> established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly classes are managed effectively, using strategies and approaches which are appropriate to pupils' needs in order to involve and motivate them excellent relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. Judgements on Behaviour for learning (BFL) are consistently good to aspects of outstanding 	<ul style="list-style-type: none"> order to involve and motivate them excellent relationships are maintained with pupils, appropriate authority is exercised and the teacher acts decisively when necessary. Excellent use of positive strategies, praise and rewards Participation is evident and enhances learning appropriate pace Transitions within lessons and to other activities are learning journeys Learning and BFL are referenced to support learning very effectively Environments are highly suited to pupils' needs Judgements on BFL are consistently good plus to outstanding 	
8.Fullfil wider professional responsibilities <ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate 	Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate <ul style="list-style-type: none"> a positive contribution to the wider life and ethos of the school effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support support staff are effectively deployed responsibility is taken for improving teaching 	Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate <ul style="list-style-type: none"> a positive contribution to the wider life and ethos of the school and involvement in a range of whole school initiatives effective professional relationships with colleagues, drawing on advice and specialist support as necessary and offering 	Teaching observations, ILWs, drop ins, across the school day , pupil progress and behaviour data, and collaborative team work demonstrate <ul style="list-style-type: none"> a positive and effective contribution to the wider life and ethos of the school and involvement in a range of whole school initiatives, often taking a leading role effective professional relationships with colleagues, drawing on advice and specialist support as necessary, and offering support (both formal and informal) to a range of colleagues as required 	List examples and impact

<p>professional development, responding to advice and feedback from colleagues</p> <ul style="list-style-type: none"> communicate effectively with parents with regard to pupils' achievements and well-being. <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> Teachers are not "victims" : they have presence, "umph" and confidence. They articulate and model the craft of teaching and assessment and its positive impact on learning and progress to a range of audiences, including pupils, parents, professionals and the public. 	<p>through appropriate professional development, responding to advice and feedback from colleagues. The teacher is open to coaching and mentoring</p> <ul style="list-style-type: none"> effective communication with parents with regard to pupils' achievements and well-being. <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> 	<p>support as required</p> <ul style="list-style-type: none"> support staff work in partnership with the teacher to secure positive learning outcomes for pupils responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, and offering advice and support as necessary. The teacher is open to coaching and mentoring and seeks opportunities to lead in sharing best practice and developing others effective communication with parents with regard to pupils' achievements and well-being. <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> <i>*.Take part in inclusive sessions</i> 	<ul style="list-style-type: none"> support staff work in partnership with the teacher to secure positive learning outcomes for pupils responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, and offering advice and support as necessary. The teacher is open to coaching and mentoring and leads the sharing of best practice and the development of others through involvement in delivering CPD effective communication with parents with regard to pupils' achievements and well-being. <i>Work with the adjoining primary schools to make the best use of resources to enhance the quality of pupils' learning</i> <i>*.Lead on, monitor and evaluate the impact of inclusive sessions on pupils' learning</i> Contribute to the School Improvement and evidence this Contribute to relevant aspects of the School Self Evaluation Process Any appropriate Leadership standards met Be an active member of the Friends of Delius Be an active member of the DAP (if reflected in responsibilities) Be an active member of the BD3 LAP (if reflected in responsibilities) 	
<p>Part 2 – Personal and Professional Conduct UPS and Leaders must model (or guide) excellent practice and outcomes in Part 2</p>				
<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's 				

	<p>professional position</p> <ul style="list-style-type: none"> • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs and actively promoting them (UPS and Leadership) • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Ensure the highest standards in safeguarding children including safeguarding from extremism
	Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance, appearance and punctuality and behaviour
	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Are Appraisal targets met?	Yes	Partially	Not met	Comment
Are Career Progress Standards met?	Yes	Partially	Not met	Comment
Is a pay increase recommended?	Yes		No	Comment