

Post title:		Hospital School Teacher
Post Holder:		
School:		Pilgrim Hospital School
The description of the duties, responsibilities and accountabilities for the post of Teacher at PILGRIM school has been set within this job description.		
Responsibility areas:		
Accountability areas	A.	Work as a member of the whole school community
	B.	Work to the conditions as specified in the current School Teachers pay and conditions document
	C.	Work to the school defined exemplification of the teacher’s standards (2012)
	D.	Work as a case manager to a group of students within the school.
	E.	Other duties of a reasonable nature as determined by the head teacher.
Scale / Salary:		MPS /UPS + SEN allowance
Teaching load:		27 lessons out of 30. (The 27 lessons includes 2 lessons on a Wednesday afternoon which count as contact time)
Accountable to:		

This appointment is subject to the current conditions of employment of teachers contained in the current School Teachers' Pay and Conditions Document, the relevant Professional Standards for teachers, any other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

Area of Accountability A

Work as a Member of the Whole School Community

1. To promote the vision and aims of the Pilgrim school by:
 - Acting in ways that promote hope for all members of the school community;
 - raising of aspirations and standards of learning and teaching;
 - high quality provision of all services;
 - a safe and healthy environment for members of the school community; and
 - outstanding levels of inclusion.
2. To directly assist the Head teacher with:
 - implementing the direction of whole school issues within appropriate frameworks;
 - meeting student and assisting colleagues on a day-to-day basis;
 - the supervision of student behaviour around school and to actively promote staff and student well-being;
 - being a presence around school.
3. Generic expectations of all members of the School Community:
 - act with professional integrity at all times;
 - notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work. This means working in ways which promote relational trust;
 - identify and improve those areas relevant to your role which need to move from good to outstanding;
 - work within School policies and procedures relevant to your area
 - be present where required at meetings, and the awards evening;
4. Undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - being a presence around school;
 - appraisal, performance and line management systems;
 - student voice;
 - set an example in undertaking a regular commitment to duties and the tutor time rota
 - work as part of a team,

Area of Accountability B

Work to the conditions as specified in the current School Teachers pay and conditions document

Teachers are to have the rights, remuneration and professional responsibilities as specified in the STPCD, 2017. Particular attention is drawn to:

- Teachers working conditions are underpinned by their over-riding rights (paragraph 52 of the STPCD, 2017).
- In the context of paragraph 52 “rarely cover” is defined as once a fortnight and cover is defined as a staff member being required to supervise children where otherwise they would have had non-contact and non-timetabled time.
- School teacher pay at the Pilgrim School is determined by the school pay policy which is compliant with the LA pay policy for schools and STPCD 2017, parts 1 and 3.

- School teachers are in receipt of a SEN allowance in line with paragraph 21.2 (b)
- School teachers work 1265 hours of directed time each year. This includes 190 days where pupils are educated and 5 training days. Each academic year the head teacher will present to teaching staff the directed time allocation.
- The school operates a dispersed physical structure. Pupils are also taught in the home. In accordance with paragraph 51.5 staff may be directed to work at any base or in a pupil's home.
- In accordance with paragraph 51.12 travel time and break time do not count as directed time (the 1265 hours)
- Staff are expected to plan and assess pupil work so that the teaching standards can be met in ways which are specified in paragraphs 51.7 and 51.8.
- Use time on a Wednesday afternoon productively. This shall be done by prioritising working group / departmental meetings, collaborative professional development and individual professional development in line with paragraphs 50.13 and 50.14.

Area of Accountability C – Work to the teaching standards

Work to the school exemplification of the teacher's standards (2012)

- All staff must meet the teacher standards.
- All staff must meet the Pilgrim exemplification of the teaching standards
- All staff must demonstrate they are meeting the teaching standards through the appraisal system

Teacher Standard - Set high expectations which inspire, motivate and challenge pupils

- *Establish a safe and stimulating environment for pupils, rooted in mutual respect*
- *Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions*
- *Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.*

In the Pilgrim School this includes:

- Having high academic expectation of pupils from their starting points. This means that we have clear ideas of expected progress from baseline data, clear ideas of what is aspirational progress from baseline data and expectations of what can be achieved when pupils KS2 attainment data for the pupils is taken into account.
- Work with pupils in ways which consistently model the values of the school – particularly *hope and unconditional positive regard*.

Teacher Standard Promote good progress and outcomes by pupils

- *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 teaching*
- *Encourage pupils to take a responsible and conscientious attitude to their own work and study.*

In the Pilgrim School this means:

- Be **accountable** for pupil attainment, progress and outcomes **including for those who do not complete the course**.
- Pupil capabilities means drawing upon available data to determine the potential of pupils. There is also the need to draw upon current data to determine where children's learning is now.
- Using the pupil passports to inform the planning and execution of lessons – this specifies what pupils are learning, what they need to practise and what support is needed in the classroom.

Teacher Standard - Demonstrate good subject and curriculum knowledge

- *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, and promote the value of scholarship*
- *demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject*

- *if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics*
- *if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.*

In Pilgrim School this means:

- To be a teacher in a hospital school means that you have to teach more than one subject. Therefore, there is an expectation that staff will develop subject knowledge for the subjects that you teach at the highest level.
- Using the baseline gaps data to identify cross-curricular literacy and numeracy objectives.
- Taking responsibility to develop a subject specific vocabulary for pupils.
- Actively promoting the value of scholarship

Teacher Standard: Plan and teach well structured lessons:

- *impart knowledge and develop understanding through effective use of lesson time*
- *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).*

Pilgrim School Exemplification:

- Plan their lessons so that pupils work towards appropriate endpoints over time;
- Use the schemas in their subject to identify the key knowledge that pupils need to learn and demonstrate fluency in.
- Use the schemes of work so that pupils learn a logical sequence of curriculum over time that progressively gets more challenging.
- Ensure that hope is built in lessons by showing pupils that the content they have to learn is defined, by linking the content they are studying to personal goals where possible and using assessment for learning strategies so that a mastery mindset is encouraged.
- Deliver tutorials and aspects of the personal development curriculum so that hope is developed.
- Plan and teach well structured lessons in line with the requirements of the current curriculum, teaching and learning; SEND and behaviour policies.

Teaching Standard: Adapt teaching to respond to the strengths and needs of all pupils

- *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 stages of development*

In Pilgrim School this is exemplified by:

- differentiate based upon the prior learning of pupils and their specific barrier to learning as described in their pupil passport.
- Know which pupils are subject to which interventions
- Plan and teach well structured lessons in line with the requirements of the current curriculum, teaching and learning; SEND and behaviour policies.

Teaching Standard: 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

In Pilgrim School this will be exemplified by:

- know the EHC objectives for the pupils that you teach
- Know and apply the details of pupil passports and where appropriate individual learning profiles.
- Understand the special educational needs specifically of pupils with ASD, Mental health and attachment and social regulation and their impact on teaching and learning.
- Understand the requirements of specific learning difficulties – especially dyslexia and dyscalculia
- Understand the complexity of high ability with a co-morbidity of mental health/ ASD and or attachment and social regulation.

Teaching Standard: Make accurate and productive use of assessment

- *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.*

This is exemplified in the Pilgrim School by:

- Knowing and complying with the formal assessment requirements for the subjects you teach.
- Assess pupil work in line with the requirements of the current curriculum, teaching and learning; SEND and behaviour policies.

Teaching Standard: Manage behaviour effectively to ensure a good and safe learning environment

- *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 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*

In Pilgrim School this is exemplified by:

- know how to implement and interpret the school behaviour policy in light of the needs of the pupil.
- Use information from the pupil passport to inform proactive behaviour approaches.

Fulfil wider professional responsibilities

- *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 professional development, responding to advice and feedback from colleagues*
- *communicate effectively with parents with regard to pupils' achievements and well-being.*

In Pilgrim School this is exemplified by:

- Making a positive contribution to the wider life and ethos of the school through supporting, for example, the Awards Evening, Prom, Trips and Educational Visits.
- Drawing upon support and advice from colleagues through coaching and lesson study
- Deploying support staff effectively to promote learning rather than behaviour management.
- Communicating with parents via reports, meetings and review meetings.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
- *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*
- *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*
- *Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.*
- *Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.*

Accountability Area D

Work as a case manager to a group of students within the school.

- acting upon referrals by assessing the individual needs of each situation and recommending an appropriate response to the deputy head teacher.
- Maintaining effective communication with pupils, families and mainstream schools.
- monitoring, reviewing and evaluating the provision to produce a recommendation of continuation, change of the provision or reintegration in order to give each pupil the best possible chance of success and progress
- making effective use of multi-agency working to ensure the best possible support for each pupil

Accountability Area E

- Other duties of a reasonable nature as determined by the head teacher.

Appendix A – Teacher Requirements from Key Current Operational Policies:

Teaching and learning Policy:

Teaching staff will:

Demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the way pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

Ensure that pupils learn more and remember more by:

- o Identifying the knowledge that pupils will have to learn through subject schemas;
- o Sharing subject schemas with pupils and placing them in work books and folders as appropriate;
- o Being clear about what is absolutely essential that pupils remember and gain fluency on and what can safely be forgotten;
- o Planning for spaced, interleaved recall practise through the use of a recall plan.
- o Beginning lessons with recall practise activities that meet the individual needs of pupils.

Plan lessons very effectively to meet the individual needs of pupils by:

- o taking note and using the pupil passports for adapting resources and lesson approaches to meet individual pupil needs;
- o taking note of individual learning profiles, for pupils with an EHC plan, and using them to adapt resources and lesson approaches to meet individual learning needs;
- o taking note of the academic section on the pupil passport to note where pupils need to learn and recall essential previous or lost learning and where challenge and stretch can be provided;

Help pupils understand the requirements of more complex tasks by:

- o using assessment for learning (formative assessment strategies) including:
- o the use of clear concrete examples of successful outcomes (WAGOOLLS);
- o the use of success criteria (grading criteria; process criteria; inclusion criteria, or qualitative criteria for example) for pupils to critique WAGOLL and their own work;
- o Actively modelling processes and procedures to make process and choice transparent;
- o Using heuristics to make steps in processes clearer;

o Where appropriate encourage pupils to engage in peer and self-assessment.

Help pupils develop the language they need to access the curriculum and think hopefully by;

o Clearly identifying the language that pupils will need to learn in schemas;

o Clearly identify the language pupils will need to learn over longer periods of time;

o Clearly identify the language the pupils will need to learn to think hopefully;

o Clearly include vocabulary into recall plans.

o Clearly identify episodes in lessons where pupils will gain comprehension of the vocabulary that are contained within the schemas.

o Direct the work of classroom support practitioners to teach individual learning objectives; support the learning of groups or individual students; to provide individual learning interventions; to provide EHC interventions as related to the job description of their post.

o They manage pupils' behaviour highly effectively in light of the school behaviour policy.

Provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Ensure that parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

Be quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Curriculum Policy:

1. Plan their lessons so that pupils work towards appropriate endpoints over time;
2. Use the schemas in their subject to identify the key knowledge that pupils need to learn and demonstrate fluency in.
3. Use the schemes of work so that pupils learn a logical sequence of curriculum over time that progressively gets more challenging.
4. Ensure that hope is built in lessons by showing pupils that the content they have to learn is defined, by linking the content they are studying to personal goals where possible and using assessment for learning strategies so that a mastery mindset is encouraged.
5. Deliver tutorials and aspects of the personal development curriculum so that hope is developed.

SEND Policy:

- developing an inclusive ethos.

- providing a broad and balanced curriculum for all and planning to meet individual needs by including differentiated activities in all school schemes of work, lesson plans and group teaching.
- removing barriers to learning in everyday situations and through monitoring and reviewing the school accessibility plan.
- providing and supporting staff training.
- involving students with SEND in their own learning and listening to and learning about their needs and expectations by, for example, encouraging self-advocacy, choice making, active involvement in the target setting and reviewing process and contributions to the statutory assessment process. All students are encouraged and helped where necessary to complete a student review form prior to review meetings and a yearly student survey.

Behaviour Policy:

- Remember that the best and most effective way to manage pupil behaviour is to plan to meet pupil need.
- Remember that the most effective way of meeting need is to incorporate the requirements of EHCP plans; needs analysis and pupil passports.
- Remember that when dealing with pupil behaviour that the policy is to de-escalate the situation – this is with the aim of lowering the arousal level of the pupil concerned.
- Remember that when dealing with pupil behaviour the member of staff is the responsible adult and the pupil is the child. This means that there is a greater responsibility on the part of the adult to manage their own emotions and responses than the child.
- Make explicit the expectations of their classroom through the negotiation of a classroom contract with their pupils. This will involve meeting with pupils on a termly basis and drawing up with them a set of expectations of expected behaviours in the classroom.
 - These expectations are to be phrased in the positive rather than the negative. Therefore they will be phrased in terms of do rather than don't. Other useful stems would be *we value* or *we respect*.
 - No rule should be contrary to the values of the school (*unless there is considered to be detrimental impact on a pupil's well being in following agreed mobile phone policy*). *If this is the case staff used their professional judgement and discretion*
 - Pupils should be reminded of rules and expectations on a regular basis.
- Use the principles of *Rules, Praise and Ignore* when interacting with pupils in a classroom context. (See Appendix for details)
 - This means establishing the rules and principles of their classrooms and applying them in a fair way.
 - Praising pupils for appropriate behaviour and work – helping them to develop a growth mind-set.
 - Deciding upon which behaviours to tactically ignore.
 - Applying sanctions in an individual needs appropriate way and appropriate way.
- Work with senior leaders in producing and applying a *Staying Safe Plan* when required.