

CONTRACTUAL COMMITMENT AND WORK CONTEXT

Job Description - Secondary Teacher (Mainscale / UPS)

Post Title	Secondary Teacher
Pay Range	Qualified Teacher Payscale – Inner London (Mainscale / UPS) + SEN
Reporting to	Deputy Headteacher
Contract	Full Time / Permanent
Line Manage and or reviews:	
Allocated HLTAs/Tas; Student teachers; college students; casual supply teacher(s); other agency staff; visiting practitioners.	

Key purpose of the post:

The appointment is subject to the current conditions of service for Teachers outlined in the School Teachers' Pay and Conditions document (STPCD) supplemented by local conditions and other education and employment legislation as appropriate.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Specific roles / responsibilities of the post:

In addition to demonstrating the ability to meet all Professional Standards for Teachers appropriate to their pay grade (Mainscale and UPS standards; current STPC document), the postholder's overriding responsibility will focus on leading and monitoring the delivery of outstanding quality of teaching and learning in their designated areas of responsibility to a highly mobile hospital school population.

1. To be an inspirational, efficient and effective teacher; to lead their subject area and to be proficient in teaching other subject areas.
2. To develop the school's curriculum in a set curriculum area, including the planning, development and management of external enrichment provision.
3. To contribute to whole school improvement as an active member of the teacher and whole staff team.
4. To liaise regularly with parents/carers and professionals in and outside the hospital, working with the child and the family, to contribute to the holistic assessment of children's needs and the design and delivery of appropriate types and levels of education support.
5. To keep headteacher/SLT updated on progress, well-being, health and safety of allocated key stage pupils, alerting any areas of concern where appropriate.
6. Budget holder for resources for subject area.

In addition, colleagues on the Upper Pay Spine

A UPS teacher must be **highly competent** and make a **substantial and sustained contribution** to the wider life of the school, as shown below. This will be reviewed during the appraisal process.



- (a) Be a role model for teaching and learning.
- (b) Make a distinctive contribution to the raising of pupil standards.
- (c) Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- (d) Undertake action research or policy development which enhances practice or outcomes in the school through membership of school teams and meetings.
- (e) Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- (f) Deliver high quality CPD sessions/training.
- (g) Undertake lesson observations and provide feedback and appropriate follow up support.
- (h) Engage in work scrutiny.
- (i) Participate in regular and frequent commitment to cross-curricular or extra-curricular activities.

Duties and responsibilities:

General

Contribute to whole school ethos by:

1. Acting as a role model for staff, pupils and others by implementing the school's core values and abiding by the school and LA Code of Conduct which emphasises treating all those who work or participate in the life of the school with respect.
2. Adopting a solution-focused approach in all areas of school life so that the school can deliver its education aims.
3. Following the appropriate protocols for resolving conflict (e.g. Behaviour Management Guidelines, Staff Code of Conduct, Respect at Work and Grievance Procedure) and ensuring the health and safety of pupils, staff and the public (e.g. Child Protection Procedures, Occupational Health protocols, Health and Safety Policy).

Leadership and Management

In partnership with colleagues, contribute to the vision for the school by:

1. Drawing up allocated sections of the School Development Plan (SDP) and conducting timely self-evaluation reviews to monitor the implementation of said plan.
2. Taking an active part in teacher meetings, school INSET days, twilight sessions and other forms of school organisation.
3. Monitoring the accuracy of registration returns for allocated key stage pupils to support data collection of admission trends and the monitoring of effective staff deployment across the school.
4. Overseeing efficient and effective management of resources and equipment.
5. Working with colleagues to ensure efficient and effective resource management of shared materials and equipment.
6. Working closely with the other teachers to ensure continuity of pastoral care and curriculum progress for pupils during transition periods (e.g. ward /dialysis school to atrium school).
7. Providing professional support for colleagues in other school teams teaching outside their designated area.
8. Monitoring the accuracy of designated area registers and the maintenance of pupil records. Monitor and review progress through regular reporting on short-term, medium-term and long-term pupil progress through discharge report/termly report.
9. Undertaking proactive line management of teaching assistants, work placements and supply staff allocated



to designated team, ensuring all new staff are appropriately inducted into team routines and policies.

10. Identifying personal professional development needs and professional development needs of colleagues within the team, and ensuring these areas are addressed, with the support of the Headteacher.

Teaching and monitoring pupil well-being and progress

In partnership with colleagues, contribute to achievement of all pupils by:

1. Planning and delivering mixed age, mixed ability teaching with reference to:
 - EHS agreed core skills (language, literacy, numeracy, computing and PSHE)
 - the national curriculum and any information received from pupils' home schools
 - pupils' personal interests
 - the practicalities of working in a hospital school setting.
 - using the MIS to evaluate lesson progress and the data to write reports
2. Maintaining personal expertise with regards to changing legislation and ensuring practice at Evelina Hospital School is adapted in keeping with government guidelines and the school's stated aim of supporting continuity of education for children while they are in hospital.
3. Ensuring that the special educational needs of all pupils are identified, supported and that their progress is appropriately monitored.
4. Conducting daily risk assessments in the context of a constantly changing pupil intake in classes, taking special care to control the risks for children with more complex medical/special educational needs.
5. Contributing to the development of moderation protocols to ensure self-evaluation remains robust and reliable (e.g. sampling and exemplification folders; links with home schools; links with hospital teachers in other hospital settings; links with teachers in mainstream schools).
6. Assessing and recording pupil well-being and progress in relation to their initial starting points (in the session or over time as appropriate) and in the context of their changing medical needs.
7. Writing and distributing to parents/carers and relevant hospital and home school professionals end-of-term reports for long-stay pupils and/or discharge reports for regular-recurring pupils.
8. Working in partnership with parents/carers and key professionals in a knowledgeable, diplomatic and professional manner to ensure effective joined-up work and ensure best practice for all pupils while the child is in hospital and at time of transfer/discharge.
9. Tracking regular recurring and long-stay pupils' progress by linking regularly/reporting to their home schools to monitor their progress.

Other duties and responsibilities

In addition to the above responsibilities, teachers will be expected to:

- Treat people fairly, equitably, and with dignity and respect to create and maintain a positive school culture
- Support the aims and ethos of the school
- Set a good example in terms of dress, punctuality and attendance
- Take on any additional responsibilities which might from time to time be agreed with the Headteacher
- Build strong links with parents and carers
- Uphold the school's behaviour code
- Participate in, and where appropriate, lead staff training
- Develop strong links with governors, LA support teams, outside agencies, and neighbouring schools
- Take appropriate responsibility for own health, safety and welfare



Flexibility
The job description is not exhaustive and reflects the type and range of tasks, responsibilities and outcomes associated with the role. The post holder will be expected to also completed any reasonable tasks, as requested by the Headteacher and Deputy Headteacher.
Variation
It is the school's practice to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes to reflect or anticipate changes of the school needs. This procedure will be conducted by the Headteacher in consultation with the post holder. The management reserves the right to make changes to the job description following consultation.



PERSON SPECIFICATION Secondary Teacher
<p>We are looking for an experienced, outstanding, secondary teacher. The candidate will demonstrate through the application and interview process that they have the necessary qualifications, experience, knowledge, skills and attributes required to fulfil the roles and responsibilities identified in the job description.</p> <p>NOTE: Although the post and job description is currently weighted towards a specialism in secondary education, the successful candidate must demonstrate the willingness and ability to teach across the full age range 2 – 16+ and across the full range of special educational needs.</p> <p>You will also be expected to teach other subjects in response to school requirements.</p>

Qualifications and Training	Essential/Desirable
<ul style="list-style-type: none"> • Qualified Teacher Status • Qualification and training related to a specific curriculum area (secondary, upper primary with specialist subject expertise, middle school and/or adult education considered) • Experience working with students with special educational needs and students in vulnerable groups. 	<ul style="list-style-type: none"> • Essential • Essential • Desirable
Experience	Essential/Desirable
<ul style="list-style-type: none"> • At least 2 years' teaching experience, teaching in mainstream or special school settings, with at least one year's experience of a wider responsibility role. • Experience of teaching a range of subjects. • Experience of working within U.K. National Curriculum framework, teaching to all key stages in a specific curriculum area. • Ability to teach for qualification in a specific curriculum area, including GCSE and A-level. • The ability to meet the core professional standards for teachers and, where appropriate, the post threshold standards, to a good standard or better. 	<ul style="list-style-type: none"> • Essential • Desirable • Essential • Essential • Essential
Experience	Essential/Desirable
<p>All areas identified in the Professionals Standards for Teachers, but in particular the knowledge, skills and understanding to:</p> <ol style="list-style-type: none"> 1. Lead and manage a small cross-curricular department (e.g. good organisation, inter-personal, team-building skills, with the ability to be flexible and adapt quickly). 2. Design, deliver and regularly update a curriculum subject based on core skills and linked to the National Curriculum, suitable for small groups 	<ul style="list-style-type: none"> • Essential • Essential



<p>aged 11-16+ children, adapted to meet mixed ability needs within a hospital school setting.</p> <ol style="list-style-type: none">3. Plan and deliver to small groups of children and young people mixed ability workshops with a high practical and high motivational content (e.g. creative, performing arts, design technology, computing).4. A good understanding of what 'assessment for learning' looks like in practice, and the ability to implement this in day-to-day teaching and the monitoring of pupil progress.5. A very good understanding of the psycho-dynamics of learning and positive behaviour/positive handling strategies.6. A good knowledge of cross-curricular applications of ICT and the competence to apply this knowledge imaginatively and effectively in teaching and to support leadership and management roles.7. Communicate sensitively and effectively to children, parents/carers and a wide range of professionals supporting children and families within the hospital setting and beyond, both verbally and in writing.8. Master a range of teaching styles and adapt the lesson at very short notice to provide challenge for high attaining learners and suitable for learners with profound and multiple disabilities.	<ul style="list-style-type: none">• Essential • Essential • Essential • Essential • Essential • Essential
Attributes	
<p>A person who:</p> <ul style="list-style-type: none">• Leads by example, models a solution-focused approach to problems and takes personal initiative.• Respects others and anticipates needs.• Enjoys teaching and personal learning.• Emotional resilience and ability to manage feelings appropriate to context.• Is honest and reliable.• Flexible self-starter willing to teach across all phases• Team player	

Evelina Hospital School is keen to have a staffing complement with a broad range of subject specialisms. Expertise in the following areas would be an additional advantage:

- Design and Technology
- Citizenship
- Art and Design
- Wellbeing

Confidential references will generally be requested once the long-list has been compiled as part of our Safer Recruitment practice. They will form an integral part of the final selection process.

All appointments are subject to satisfactory references and an enhanced DBS check.