# Job title: Senior Teacher

**Location: Sutherland House School**

**Grading: Senior Leadership Team**

 **L2-L5 (£51,027-£54,939)**

**Reporting To: Head Teacher**

**Main Purpose of Job:**

As the Senior Teacher and member of the school Senior Leadership Team, you will work with the Head Teacher to inspire, motivate, lead, and manage the infrastructure, environment and resources of Sutherland House School.

You will support the Head Teacher in the translation of Autism East Midlands and Sutherland House School vision into clear objectives that promote and sustain measurable school development. You will communicate a shared vision, and ethos in support of the delivery of a strategic plan which reflects the needs of the school as part of Autism East Midlands in its wider context.

You will provide leadership across Autism East Midlands education services (Sutherland House School) ensuring the continuing operation, development and improvement of the services and education provided, working in collaboration with the Governing Body, Board of Trustees and Autism East Midlands Senior Management Team.

As Senior Teacher you will share responsibility with the School Senior Leadership Team for ensuring that the school continuously improves for the benefit of its pupils and their community. You will have a shared responsibility for the delivery of a defined area of the School Development Plan assisting. You will have responsibility for the operational and day to day running of the school day.

As a member of the School Senior Leadership team, you will take leadership responsibility and act as designated point of contact for responding to and dealing with complaints.

# Leading Learning and Teaching:

You will support the Head Teacher in the development of a culture and a defined curriculum area that is aspirational and ambitious for our students.

With a defined teaching commitment of at least two days you will lead by example acting as a positive role model for effective teaching and learning. As Senior teacher, you will keep abreast of national changes in Curriculum policy and thinking. You will monitor and evaluate the content and effectiveness of the school curriculum in partnership with the wider school team.

You will share the responsibility and support the structured programme of activities to enable a continuous process of monitoring, evaluation and review of classroom practice and promoting improvement strategies, challenging under performance and ensuring corrective action.

You will have line management responsibility for a defined cohort of teaching staff and facilities support staff. In this role you will set high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.

You will establish creative, effective approaches to learning and teaching, which are responsive to the individual needs of each pupil. Where appropriate you will liaise and develop partnerships with alternative providers to ensure that students are able to access an individualised curriculum.

As part of the School Senior Leadership Team you will ensure a culture that supports and facilitates pupil engagement and promotes ownership of their individual learning. You will implement strategies to secure high standards of behaviour, punctuality and attendance.

You will contribute to a school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning.

# School Leadership responsibilities:

You will support the Head Teacher in the management of an organisational structure which reflect the school’s values, and which enables management systems, structures and processes to work effectively in line with statutory and regulatory requirements.

You will ensure that the school and its resources are organised and managed to provide an efficient, effective and safe learning environment.

You will support the recruitment, induction and retention of new staff supporting the deployment of staff appropriately in conjunction with HR.

# Securing Accountability:

As a member of the School Senior Leadership Team you will support the development of a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

You will support the Senior leadership team in the rigorous review and evaluation through performance management of a defined cohort of teaching staff.

# Strengthening Community:

In support of effective parental engagement, you will liaise with families and carers; developing proactive communication and working relationships to ensure that the curriculum and extended services offered meet the individualised needs of children.

As Senior Teacher you will support the creation of and promotion of positive strategies for challenging all forms of prejudice and harassment.

You will support the promotion of the concept of lifelong learning and family engagement with learning through partnership.

# Developing Self and Others:

You will support the development of a collaborative learning culture within the school and actively engage with other schools to build and maintain effective learning communities and partnerships.

Ensure effective planning, co-ordination, support and evaluation, ensuring clear delegation of tasks and devolution of responsibilities through the management tiers.

As a senior school leader, you will act as a role model for the highest professional standards and behaviours. You will set high expectations for all staff and address underperformance in a timely manner in accordance with HR policy and procedure.

You will regularly self evaluate, set personal targets and take responsibility for own personal professional development. You will ensure both self and others achieve an appropriate work/life balance.

# Safeguarding and Promoting the Welfare of Child:

As Senior Teacher; you will be a deputy Designated safeguarding lead. This includes acting as the central point of contact for multi agency referrals, liaising with parents, carers, social services, social workers and virtual school heads.

You will provide advice and guidance support and training to staff employed within the school about their individual safeguarding responsibilities.

As a member of the Leadership team, you will ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

You will monitor key features of staff recruitment that help deter or prevent the appointment of unsuitable people in conjunction with HR and recruiting management/teachers.

Support the development and introduction of policies and practices that minimise opportunities for abuse and ensure its prompt reporting.

**PERSON SPECIFICATION – SENIOR TEACHER**

|  |  |  |
| --- | --- | --- |
| **Personal Skills / Characteristics** | **Criteria** | **Method of Assessing** |
| 1. Experience
	1. Proven record of supporting school improvement and raising standards
	2. Proven experience of senior management/leadership in school with relevant experience of involvement with pupils with additional needs
	3. Have an understanding of Positive Behaviour Support
	4. Proven track record of leading and managing effective change
	5. Experience of managing behaviour that challenges
	6. Experience of challenging and improving underperformance of pupils
	7. Demonstrable track record of leading and motivating staff through collaboration and distributed leadership
	8. Evidence of performance monitoring including the use of data to analyse performance and self-evaluation
 | E DD D E ED E | AF/AC/I AFAF AF/AC/I AF/AC/I AF/IAF AF/AC |
| 2. Qualifications and Training | EDED | AF Q Q AF |
| * 1. To have a good and sound knowledge of the Ofsted framework
	2. Be or willing to be a deputy designated safeguarding lead and undertake the relevant training
	3. Qualified Teacher Status
	4. Hold relevant qualifications including QTS
	5. Recent and appropriate professional development
 |
| 3. Special Skills and Knowledge | EE DE ED | I/ACAC I/AFAF/I/AC AF/ACAF |
| * 1. An ability to understand interpret analyse and use quantitative and qualitative data to support the identification of trends and improvements to act as an aid to decision making
	2. Experience of using other progress and attainment assessment/tracking tools
	3. Thorough and up to date knowledge of legislation and procedures relating to safeguarding
	4. An understanding of the role of audit in the quality assurance process
	5. Experience of working with ICT systems that enable the analysis of relevant quality data and trends
	6. An understanding and experience of working with autistic children and young people.
	7. An understanding of curriculum development with pupils who require specialist input.
	8. A strong knowledge of Preparation for Adulthood outcomes and progression from primary to adulthood.
 |
| 4. Skills/Qualities and Attributes | E |  AF/AC/I |
| * 1. An ability to interpret and report on qualitative and quantitative data to be presented at Board level.
 |

|  |  |  |
| --- | --- | --- |
| 4.2 A competent, capable role model with the ability to challenge and influence the thinking of others | E | I/AC |
|  4.3 Be committed to social justice, equality and diversity and the promotion of core British values* 1. Effective communicator to maintain positive relationships with stakeholders, commissioners and the broader community
	2. An ability to monitor and evaluate data linked with school and staff to ensure continued development.
	3. An ability to work under pressure and to meet deadlines.
	4. An ability to perform self-evaluation and evaluate others to ensure continued professional development.
 | DE D DD  | I/ACAF AC/AF AF/I/ACAF/I/AC AC |

D = Desirable E = Essential

The postholder will be required to undergo and obtain a satisfactory Enhanced Disclosure and Barring Services check.

Equality Act 2010

The ways in which a disabled person meets the criteria for a post must be assessed as they would be after any reasonable adjustments required had been made. If appropriate, disabled candidates should indicate on the application form if they have needs which should be considered at the short listing stage.

Short listing will solely be from the completed application form only, against the criteria marked “**S**”, therefore you **must** ensure these areas have been demonstrated on the application form. It is not sufficient to state, for example, *“I have knowledge of domestic skills”*. Please refer to ‘Guidance Notes – Employment Application Form’.

SHORT LISTING PANEL:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KEY:** | AF = Application Form | Q =Qualification Certificate | Ac Assessment Centre | I = Interview | S = Short listing |
| **1.** |  | **2.** |  | **3.** |  | Interview Offered: YES  NO  |