



Name:

Role: Teacher

Salary: UPR/MPR + Lower range SEN

Responsible to: Deputy Headteacher

Effective from: April 2022

Context

The Albany is a Secondary Pupil Referral Unit providing KS3 and KS4 places for students in the Western Area who are experiencing challenges in accessing mainstream education as a result of social, emotional and mental health difficulties; many who may be at risk of, or have been, permanently excluded. Some also have significant learning difficulties. KS5 will be a new addition from September 2022.

Students are provided with a blended curriculum, with a combination of academic, vocational and personal development activities, delivered in partnership with a number of vocational providers, utilising the local area resources to the full to enhance the learning experiences of our students.

The post holder must at all times seek to uphold the core values of The Albany by building and maintaining positive relationships which maximise achievement through a personalised approach to learning.

Core Purpose

The core purpose of a teacher within The Albany is to deliver high quality learning through a personalised curriculum which re-engages our students in learning and promotes achievement. We believe that all young people should be given the opportunity to succeed, enabling most to achieve GCSEs in core subjects.

Students are set challenging academic targets, which promote one GCSE grade per year (y9-11) and accelerated progress in KS3. Teachers should ensure that at all times their teaching enables students to strive to meet these targets.

The Teachers' Standards Document provides the details of the framework within which all teachers must operate; ensuring that they extend and deepen their knowledge, skills and understanding throughout their career, seeking to become an expert practitioner. The standards are also used as a focus for discussion within teacher appraisal. The 8 standards are:

1. Set high expectations which inspire, motivate and challenge students;
2. Promote good progress and outcomes by students;
3. Demonstrate good subject and curriculum knowledge;
4. Plan and teach well-structured lessons;
5. Adapt teaching to respond to the strengths and needs of all students;
6. Make accurate and productive use of assessment;
7. Manage behaviour effectively to ensure a good and safe learning environment;
8. Fulfil wider professional responsibilities.

The post holder is must also uphold the highest standards of personal and professional conduct within and outside school, including maintaining good attendance and punctuality.

This job description is not a comprehensive definition of the post but illustrates the range of responsibilities and duties of a teacher. It is open to periodic review by appropriate consultation.

Learning and Teaching

- Ensure the curriculum offer for your subject(s) enables students to make progress in their learning and achieve appropriate and meaningful qualifications;
- Design and share schemes of work and resources which promote learning and make best use of Albany and local area resources;
- Ensure your classroom environment is a safe and stimulating learning space, through building and maintaining effective relationships and challenging and managing unwanted behaviours promptly and effectively;
- Plan and deliver 'quality first' teaching, such that learning takes account of student needs, is personalised for the individual and promotes student engagement and progress;
- Enable students to build their learning power through teaching literacy, numeracy, IT, questioning and thinking skills, and providing a wide range of opportunities for students to practise and improve them within your lessons.
- Enable an active student voice within the classroom, providing students with opportunities for choice and decision making, and to talk about their learning;
- Provide students with regular (at least fortnightly) opportunities to practice their learning beyond the lesson and at home, ensuring they receive timely feedback;
- Use displays creatively in the classroom and wider school space, to promote thinking, support learning and celebrate student achievements, ensuring that the students' own work is central to these displays;
- Reflect on your own practices, evaluating their impact and adapting your practice to take account of this thinking;
- Invest in your own professional development through active links with mainstream schools, ensuring your own subject knowledge, skills and understanding are updated regularly and take account of new ideas and best practice.

Assessment

- Support students to reflect on their learning and how they can make progress, providing opportunities each lesson for peer and/or self-review;
- Ensure students receive regular feedback (**written** and verbal) on their work, providing an accurate assessment of their current attainment and scaffolding for further progress;
- Keep accurate, evidence based records of student achievement and progress;
- Use feedback on student achievement and progress to plan lessons and personalise learning;
- Ensure your own assessment is accurate through engaging in regular (at least annual) moderation exercises with mainstream colleagues;
- Contribute to the ongoing development of student passports, risk assessment and risk management plans.

Partnership with Parents/Carers and the Wider Community

- Keep parents/ carers regularly updated on their child's progress and behaviour in your lessons, ensuring prompt action when things are not going well and when their child has been particularly successful;
- Provide a written report to parents/ carers about their child's progress each term;
- As a student's mentor, promote the home-school partnership through ensuring at least fortnightly telephone contact with parents/carers, encouraging a regular dialogue about their child's progress and achievements;
- Be an ambassador for The Albany and promote our values through all interactions with others (families, agencies, other providers).