



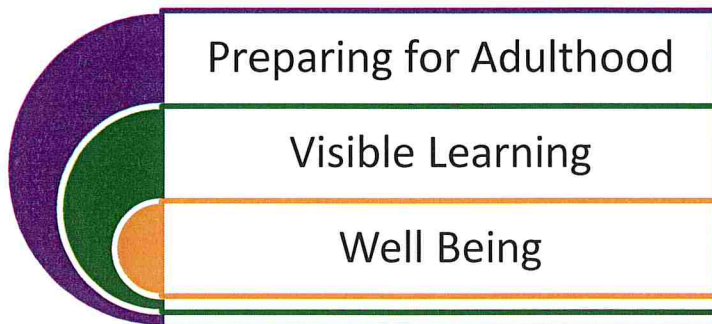
**STORMONT HOUSE SCHOOL**  
achievement for all

**Stormont House School Teacher Job Description**  
**Primary/ Year 7 Teacher/ Form Tutor**  
**Inner London Main/ Upper Pay Range + SEN1**

Our vision

**Achievement for all in a unique world-class school**

**Whole School Priorities 2020-23**



**This Job Description and Person Specification should be read in association with all other recruitment information and the priorities of the School Development Plan**

**What is this position directly responsible for?**

- Being a Year 7 form tutor and teaching Year 7 for a significant part of the week
- Ensuring successful transition into the school through close pastoral support
- Assessing students' strengths, prior learning, interests and learning needs to lay the foundation for their journey through the school
- Close liaison with parents/carers, other staff and Multi-Disciplinary Team members
- Teaching other classes, as appropriate

**All teachers have the following responsibilities:**

1. Working positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.

2. To plan, mark and teach effectively, so ensuring the best possible progress and outcomes for every individual and group of learners, whatever their backgrounds or needs.
3. Periodically assessing student achievement in line with school policy, evaluating student progress and responding/intervening where necessary to address possible underperformance
4. Continually reviewing and improving teaching & learning processes that will lead to the best possible outcomes for all individuals and groups of learners, including through school-based action research, learning from external research, reviews of pedagogy, data and other evidence sources, such as John Hattie's 'Visible Learning' analyses of Effect Size.
5. Ensuring that your teaching, learning and curriculum offer:
  - a) is rich, vibrant and well-matched to learners' starting points
  - b) is clear in its intent, implementation and impact
  - c) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.
  - d) is reviewed regularly and appropriate overview summaries made available to other staff and parent/carers.
  - e) is revised as necessary in line with school policy and changes to curriculum plans/requirements.
6. To take an active role in the school's pastoral care system as a form tutor; building trusting and effective relationships between home and school; understanding, reviewing and supporting your students' progress academically and socially in all areas of school life.
7. To ensure that incoming students are supported in making a successful social and academic transition into your classes, including through effective professional liaison and accurate baseline assessment
8. To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom.
  - To ensure teaching is appropriately differentiated to meet the special education needs of groups and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.
  - To act as the lead professional for a number of students as part of the Annual Review/ Education, Health & Care Plan process.
  - To communicate effectively with parents/carers; SEN Leader; Leadership Team; outside agencies and the multi-disciplinary team.
9. To line manage relevant teaching and/or non-teaching staff, as directed
10. To contribute to the teaching of other subjects if necessary, as directed.

## **Part 2 Other responsibilities**

11. This role is on the Main/ Upper pay range and includes, but is not limited to these **specific responsibilities**

- To effectively support students in managing the transition from primary to secondary school and to set them up for success as they progress through the school
- To teach a large proportion of lessons to one of our Year 7 classes ensuring the best possible progress and outcomes for every individual and group of learners.
- To ensure we have a thorough accurate understanding of students' strengths and weaknesses through grounded assessment processes in order to shape future teaching
- Playing a central role in the teaching of English/Literacy and Maths alongside the relevant subject leaders and other teachers
- Teaching some other subjects without loss of quality e.g. Humanities or a subject where you have a particular passion and expertise
- Being a form tutor to a class of approximately 12 students; providing close pastoral guidance and reviewing their strengths and needs regularly

#### **General main/ upper range teacher responsibilities:**

12. Using curriculum maps in place for the relevant subject(s), supported by schemes of learning to inform daily/ short-term planning. Reviewing maps and schemes of learning to ensure that skills and content to be taught are appropriately sequenced and well-matched to learners' needs.
13. Analysing and evaluating relevant student baseline, target-setting, progress and outcomes data to evaluate the impact of teaching and in order to further improve it
14. Working collaboratively with other staff to develop practice, through reviewing student work/ books, teacher planning; marking & assessment; data tracking; lesson visits; etc.
15. Ensuring that marking, assessment and feedback takes places regularly, accurately and in line with school policy (e.g. using the marking code, tracking progress on Pupil Asset/ SIMS, verbal and written feedback)
16. To use appropriate systems of target-setting, assessment and recording of student progress so that student progress is measurable within and between each Key Stage, leading to support, intervention or additional challenge as necessary.
17. To contribute to budgeting and resources, devising, reviewing and evaluating relevant Subject/ Department Action Plans

#### **General Duties and Responsibilities:**

18. To teach classes as allocated, having due regard to the requirements of the National Curriculum; School Policies, Aims and Philosophy and Schemes of Work.
19. To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document; Hackney Education/Council Code of Conduct for Employees; relevant legislation, School/ Learning Trust policies Human Resources Framework, and best practice guidelines.
20. To actively strive to raise achievement and provide equality of opportunity for all students.
21. To ensure that children are well safeguarded, supported and guided in their personal development and academic progress.

## **Subject-specific information**

- The expectation in this role would be to be a form tutor and teach your own class for a significant part of the week so that transition into the school is grounded in strong pastoral and learning relationships
- The two Year 7 form tutors are line managed by our SEND Leading Practitioner to ensure they are well-supported in meeting the needs of students arriving at secondary transfer.
- There are 30 lessons per week. The total teaching commitment is around 26 lessons per week.

## **Curriculum offer**

We offer a diverse and vibrant curriculum, including the National Curriculum, which is tailored to meet students' needs by exciting, supporting and challenging them. We expect our students to make the best progress possible; socially, emotionally and academically. We set out to combine the very positive aspects of primary education with the specialist subjects of secondary in order to provide the best quality education possible. We offer the full range of National Curriculum subjects, with a strong focus on both creativity and access skills such as literacy and numeracy.

## **Additional Information**

- In each year group there are two classes with a total of around 22-24 students. Each class usually contains around 11 students and is usually supported by a Teaching Assistant. Other support staff may be targeted at times towards particular classes or individuals.
- IT is an important area of the school development plan. There are dedicated IT hubs available for use by all subject areas. Teachers must be enthusiastic users of educational technology with a willingness to develop their skills in terms of classroom practice and the use of data
- All departments bid for their budget according to needs identified in their departmental Development Plan. The successful candidate will be responsible for building and monitoring relevant budgets and Development Plans.
- All teachers need to be flexible in their curriculum offer and may need to contribute to the delivery in other subject areas. Careful consideration is given to teachers' preferences, interest and areas for development. Priority is given to best matching staff skills to student need within available resources.
- Staff who are awarded a TLR have a clear line management/quality assurance role with regard to other classroom teachers, teaching assistants and/or technical support staff, as appropriate

## **Line Manager: SEND Leading Practitioner**

**Other key accountabilities: Extended Leadership Team, specified subject leads, teachers and/or support staff**

*At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. Job descriptions are reviewed annually as part of the performance management process.*

**SELECTION CRITERIA for the post (E-Essential, D-Desirable)**  
(based on most recent recruitment in 2019)

1	DfE recognition of Qualified Teacher Status	E
2	A track record of teaching that is consistently at least good, preferably outstanding	E
3	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> <li>• The shared school vision</li> <li>• Your personal contribution to moving us closer to that vision</li> <li>• Working effectively with people from diverse backgrounds</li> </ul>	E
4	The ability to ensure effective leadership of learning and delivery of the relevant curriculum area(s), including: <ul style="list-style-type: none"> <li>a) Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc.</li> <li>b) Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners</li> <li>c) Experience of teaching appropriate accredited courses (where applicable)</li> <li>d) Experience of adapting/ developing curriculum and accreditation routes for learners with SEN (where applicable)</li> <li>e) An interest in, and some experience of using research evidence (school-based or other) to improve learning outcomes</li> </ul>	E E E E D D
5	Understanding of the factors and strategies that will support high levels of progress and achievement, including successful transition of students into the school from primary and then through each Key Stage, including appropriate approaches to baseline assessment	E
6	An understanding of students' special educational needs, appropriate differentiation and methods of recording and assessment. Knowledge of the Annual Review process.	E D
7	<ul style="list-style-type: none"> <li>a) Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff.</li> <li>b) Evidence of impact on the educational progress of students other than your assigned classes or groups of students</li> <li>c) Evidence of skills and experience necessary to largely deliver the specific responsibilities associated with this position from appointment</li> <li>d) Ability to evaluate and address professional developmental needs of self and others</li> <li>e) Evidence of positive and constructive working relationships with relevant members of the leadership team/ HoD in current/ most recent role</li> <li>f) The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate.</li> <li>g) Experience of aspects of project/ subject/departmental leadership and development planning, including ensuring the effective use of resources.</li> </ul>	D D E D E E D
8	The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care. To be able to rebound after setbacks and the ability to help others do so.	E
9	Evidence of active commitment to ensuring that all children, whatever their needs or background, are well safeguarded, supported and guided in their both their personal development and academic progress	E

10	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	E
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