

JOB DESCRIPTION – TUITION SERVICE TEACHER (Casual hours)

Scale: MPS 1-6

1 RESPONSIBLE TO: Headteacher and designated line manager.

2 RESPONSIBLE FOR: The students in your charge

3 IMPORTANT FUNCTIONAL RELATIONSHIPS

Students, parents and staff colleagues

Mainstream schools

4 IMPORTANT EXTERNAL RELATIONSHIPS

Children and Family Services, LA Officers/Advisers, Educational Welfare Officers, Educational Psychologists.

5 MAIN RESPONSIBILITIES OF JOB

CURRICULUM

1. To teach students according to their individual needs, having regard to the requirements of the National Curriculum and acknowledging areas of personal experience and expertise
2. To provide for the specific needs of students in co-operation with the leadership team and any other support staff who are allocated in respect of those students.

STUDENTS

3. To support links with mainstream schools/other off-site provision as appropriate
4. To work within the framework of the SEN Code of Practice on behalf of each student
5. To maintain accurate records of student progress and attainments in accordance with the school's arrangements for profiling

PARENTS and CARERS

6. To foster close supportive links between parents and carers and Malden Oaks.
7. To contribute to regular half-termly meetings for all students
8. To involve parents and carers in the target setting and review included in students' meeting notes

HEADTEACHER

Samantha Aisbey

WEBSITE AND MAIN EMAIL

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MALDEN OAKS KS4

T: 020 8289 4664 / 020 8289 4665

MALDEN OAKS KS3

T: 020 3157 2674

MALDEN OAKS TUITION

T: 07495341457





OTHER RESPONSIBILITIES

9. To keep up to date with SEN developments and procedures by attending any relevant INSET
10. To undertake any other duties that may reasonably be required

All teachers are expected to adhere to the Teachers' Standards (2012) as set out below:

PREAMBLE

Teachers make the education of their students 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 students.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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.

4 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 students 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).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 these.

6 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 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 students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 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 students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: o treating students 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 students' 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 students' 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.

"This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."

Person specification - casual hours tuition teacher

	Essential	Desirable
(1) Qualifications	(a) A relevant degree. (b) Qualified teacher status.	
(2) Experience	(a) At least 3 years' recent experience of teaching students in primary and/or secondary mainstream school (b) Experience of teaching students with emotional and mental health needs and/or social communication difficulties.	Experience of a pastoral and/or SEN role within a mainstream setting
(3) Knowledge and Abilities	(a) Ability to motivate and encourage students, promoting high standards and quality delivery. (b) The ability to accurately assess the quality of students' work against national standards. (c) Excellent communication and organisational skills. (d) Ability to use ICT to facilitate learning.	The ability and willingness to teach a range of subjects at KS2, KS3 and to GCSE level.
(4) Personal Qualities	(a) Team player. (b) Ability to create positive and effective relationships with students. (c) Flexibility and an ability to respond creatively to changing circumstances.	
(5) Other	Record of excellent attendance and punctuality.	Car driver

HEADTEACHER
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We are proud to provide high quality alternative provision
for Kingston & Richmond students aged 11 to 18