



# NORTHWAY SCHOOL

## JOB DESCRIPTION

**Job Title:** Teacher (based at Secondary site)

**Scale:** MPS

**Line Manager:** Senior Leadership Team

### CONTEXT AND PURPOSE OF THE POST

Northway is a Special School for primary and secondary aged pupils who have moderate and severe learning difficulties with complex needs and autistic spectrum disorder. The post holder will be expected to support the aims and ethos of the school, share in its commitment to inclusion and assist its smooth operation; by delivering a broad, balanced and challenging curriculum which is tailored to meet the needs of individual pupils and the whole school.

All Teaching Staff will be a subject leader for one curricular area.

### POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

- National legislation – including the Teachers Standards.
- Northway School policies and guidelines.
- London Borough of Barnet policies as designated applicable.

### General professional requirements:

All teaching staff are expected to

- a) establish effective working relationships with professional colleagues and to encourage the involvement of Parents with the school
- b) set a good example to the children they teach through their presentation and their personal and professional conduct;
- c) have a commitment to ensure that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them;
- d) understand the need to take responsibility for their own professional development and in the subjects they teach;

Northway School  
The Fairway Mill Hill  
London NW7 3HS  
Tel: 0208 359 5450 - Fax: 0208 959 5812  
office@northway.barnet.sch.uk  
www.northway.barnet.sch.uk



Head Teacher - Danielle Barker  
head@northway.barnet.sch.uk

- e) understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying;
- f) be aware of the role and purpose of the school governing body and to work with it to raise standards for all pupils;
- g) to keep up to date with current practise and issues relating to SEN provision, and be open to incorporating valid new approaches into professional practice

## Planning:

- a) All teaching staff are expected to collaborate with support assistants and visiting staff, to plan their teaching to achieve progression in pupils' learning through:
  - identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed; to identify the special educational needs identified in individual statements
  - setting tasks for whole classes, individuals and group work, including homework, which challenge pupils and ensure high levels of pupil interest;
  - setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
- b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils;
- c) make effective use of assessment information on pupil's personal, spiritual, moral, social and cultural development;

## Teaching and class management:

All teaching staff must demonstrate that they:

- (a) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available support staff and lesson time;
- (b) monitor and intervene when teaching to ensure sound learning and behaviour management;
- (c) establish and maintain a purposeful working atmosphere;
- (d) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- (e) establish a safe environment, which supports learning and in which pupils feel secure and confident;
- (f) use appropriate teaching methods (e.g. TEACCH and Small Steps), that sustain the momentum of pupils' work and keep all pupils engaged through:
- (g) Have regard to the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on personal learning plans (PLPs) and education, health care plans (EHCPs) for all pupils;

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