

The Blue Tangerine Federation

Specialist and Special Educational Needs Schools



Job Descriptions, Person Specifications and, Standards





Job Title: **Teacher**

Reports to: **Head of Department, Head of School**

Salary Range: **The Blue Tangerine Federation Band 1: Main Scale: M1, M2, M3**

Teacher's Pay and Conditions

Hours: **32.5hrs, 52 weeks**

Job Context

The Blue Tangerine Federation is a collaboration of specialist and special education schools. All three schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. Forest House Education Centre is a hospital school providing specialist education for young adults with complex mental health needs. The schools welcome staff of a high professional caliber and shares the responsibility with each member of staff for continual review and the development of expertise.

All post holders in the school are required to support the Executive Headteacher in the development and improvement of our school(s) by:

- Keeping children safe
- Being professional
- Comitting to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Teacher

Teachers are instrumental in the success of 'distributed leadership' and assist the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims. The Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

Teachers make the education of their pupils 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 pupils.

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:

- treating pupils 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 pupils' 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 pupils' 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.

A Teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Ensure each pupil's EHCP effectively portrays the child and their needs
- Interpret data to support planning for improved pupil progress
- Keep children safe, with a thorough understanding of *Keeping Children Safe in Education*
- Promote pupils' spiritual, moral, social and cultural development and good behaviour

The Teacher:

- Many – but not all – aspects of teaching are good. Subject knowledge and understanding of SEN pedagogy is developing.
- There is evidence that the teacher uses outcomes from mentoring, coaching and professional development to have a positive impact on improving outcomes for pupils.
- Creates a positive learning environment by effectively leading and managing a class team, resulting in good working relationships with pupils, colleagues and parents.
- Professional practice is improved in line with advice from more experienced colleagues.
- Meets the standards for professional conduct set out in the Teachers' Standards.
- Contributes to the development, implementation and evaluation of the school's policies, practices

and procedures in such a way as to support the school's values and vision

- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. subject leadership)

Managing and Developing Staff and Other Adults

- Help to implement and sustain effective systems for the management of Performance Appraisal
- Motivate and help to enable all staff to carry out their respective roles to the highest standards
- Ensure that constructive working relationships are formed between staff and pupils
- Contribute to the professional development of staff through example, induction, mentoring and in service training (departmental and whole school).

General

- Be able to articulate the ethos and have a good understanding of how it's values can and should affect desired behaviours.
- Actively demonstrate commitment to own continuous professional development and knowledge of 'best practice'.

Health & Safety

- Enable regular consultation with people on health and safety issues affecting pupils and staff as a result of pastoral/ safeguarding issues
- Ensure systems are in place to enable the identification of hazards and risk assessments

People and Relationships

- To allocate and monitor the progress of work in all areas of responsibility
- To develop effective relationships with colleagues and all stakeholders
- To manage the professional development of staff through performance appraisal and training
- To build and develop effective teams to meet the needs and objectives of the school
- To promote collaboration and develop effective partnerships within the wider community

Managing Own Performance and Development

- Demonstrate resilience
- Abide by the school's Code of Conduct
- Take responsibility for your own professional development
- Develop and use IT proficiently
- Prioritise and manage your own time effectively
- Work calmly under pressure and to deadlines
- Sustain personal motivation and that of your colleagues
- Work collaboratively to support yourself and colleagues in achieving Performance Appraisal objectives
- Motivate and help to enable colleagues to carry out their respective roles to the highest standards
- Contribute to the professional development of staff through example, induction, mentoring and in service training

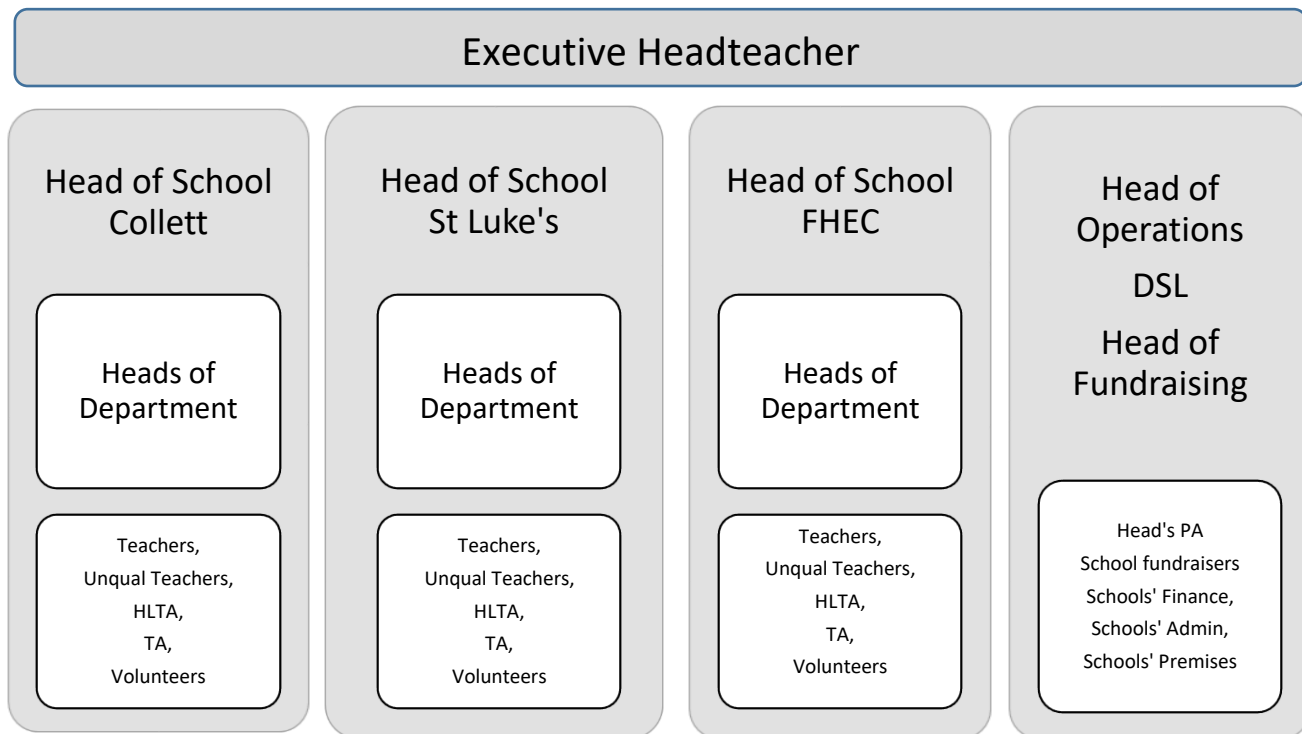
Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Baring Service is in the guidance notes to the application form. Further information is available from the

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day-to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils in Stepon and within Stepup the moving and where directed, the physical restraint of pupils
- Moving and handling children and young people
- Some staff work with children requiring intimate care
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Head of Department
- The postholder will line manage others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have

identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



Teacher (QTS Band 1)

		Essential/ Desirable person specifications:	Evidence Sought
Quals	ESSENTIAL:	<ul style="list-style-type: none"> ○ English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification 	Certificates at selection event
	DESIRABLE:	<ul style="list-style-type: none"> ○ Masters Degree 	
Training	ESSENTIAL:	<ul style="list-style-type: none"> ○ Evidence of continuing professional development ○ Evidence of training in safeguarding including child protection 	Application form Selection event
	DESIRABLE:		
Experience	ESSENTIAL:	<ul style="list-style-type: none"> ○ A comittment to keeping children safe ○ Strong Teaching ○ Effective teamwork ○ Managing own CPD ○ Working to deadlines ○ Managing Health and Safety ○ Comittment to wider school events/ activities ○ Effective timekeeping ○ High attendance rates 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> ○ Managing budgets ○ 	
Knowledge and Skills	ESSENTIAL:	<ul style="list-style-type: none"> ○ Strong literacy and numeracy skills ○ Computer literacy across a range of ICT packages ○ Abe to understand national and regional educational services and deliver appropriate strategies ○ Understanding of educational issues ○ Understanding of promoting positive relationships with the wider school community ○ Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time ○ Knowledge of pedagogical issues that impact on learners and the school environment 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> ○ Coaching and mentoring skills ○ Experience of working with children with SEND 	

Personal characteristics	ESSENTIAL:	<ul style="list-style-type: none"> ○ Highly developed interpersonal skills with adults and children ○ Resilience and a positive attitude ○ Willingness to constructively challenge the work of self and others to continually improve own and team performance ○ Enjoyment of working in a school environment ○ Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities ○ Able to hold accountability and take responsibility for self and others ○ Adaptability to learn new skills and respond effectively to changes imposed and created by the school ○ Solution focused ○ Understand the impact of each individual in a team ○ Commitment to driving up standards and self-improvement 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> • 	



Job Title:	Accomplished Teacher
Reports to:	Head of Department, Head of School
Salary Range:	The Blue Tangerine Federation Band 2: Main Scale: M4,M5,M6
	Teacher's Pay and Conditions
Hours:	32.5hrs, 52 weeks

Job Context

The Blue Tangerine Federation is a collaboration of specialist and special education schools. All three schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. Forest House Education Centre is a hospital school providing specialist education for young adults with complex mental health needs. The schools welcome staff of a high professional caliber and shares the responsibility with each member of staff for continual review and the development of expertise.

All post holders in the school are required to support the Executive Headteacher in the development and improvement of our school(s) by:

- Keeping children safe
- Being professional
- Comitting to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Accomplished Teacher

Accomplished Teachers are instrumental in the success of 'distributed leadership' and assist the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims. The Accomplished Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

Teachers make the education of their pupils 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 pupils.

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:

- treating pupils 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 pupils' 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 pupils' 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.

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Ensure each pupil's EHCP effectively portrays the child and their needs
- Interpret data to support planning for improved pupil progress
- Keep children safe, with a thorough understanding of *Keeping Children Safe in Education*
- Promote pupils' spiritual, moral, social and cultural development and good behaviour

The Accomplished Teacher:

- Based on secure subject and SEN knowledge and understanding, all aspects of teaching over time are good
- There is evidence of the teacher having a significant impact on improving outcomes for pupils
- Employs a range of skills to develop effective relationships in class and wider school teams.
- Ensures that productive sharing of practice with colleagues, pupils and parents results in good progress for the majority of pupils.
- Takes a proactive role in identifying areas for professional development, accessing advice and training to improve practice
- Meets the standards for professional conduct set out in the Teachers' Standards
- Contributes to the development, implementation and evaluation of the school's policies, practices

and procedures in such a way as to support the school's values and vision

- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. subject leadership, progress and accountability)

Managing and Developing Staff and Other Adults

- Help to implement and sustain effective systems for the management of Performance Appraisal
- Motivate and help to enable all staff to carry out their respective roles to the highest standards
- Ensure that constructive working relationships are formed between staff and pupils
- Contribute to the professional development of staff through example, induction, mentoring and in service training (departmental and whole school).

General

- Be able to articulate the ethos and have a good understanding of how it's values can and should affect desired behaviours.
- Actively demonstrate commitment to own continuous professional development and knowledge of 'best practice'.

Health & Safety

- Enable regular consultation with people on health and safety issues affecting pupils and staff as a result of pastoral/ safeguarding issues
- Ensure systems are in place to enable the identification of hazards and risk assessments

People and Relationships

- To allocate and monitor the progress of work in all areas of responsibility
- To develop effective relationships with colleagues and all stakeholders
- To manage the professional development of staff through performance appraisal and training
- To build and develop effective teams to meet the needs and objectives of the school
- To promote collaboration and develop effective partnerships within the wider community

Managing Own Performance and Development

- Demonstrate resilience
- Abide by the school's Code of Conduct
- Take responsibility for your own professional development
- Develop and use IT proficiently
- Prioritise and manage your own time effectively
- Work calmly under pressure and to deadlines
- Sustain personal motivation and that of your colleagues
- Work collaboratively to support yourself and colleagues in achieving Performance Appraisal objectives
- Motivate and help to enable colleagues to carry out their respective roles to the highest standards
- Contribute to the professional development of staff through example, induction, mentoring and in service training

Equalities

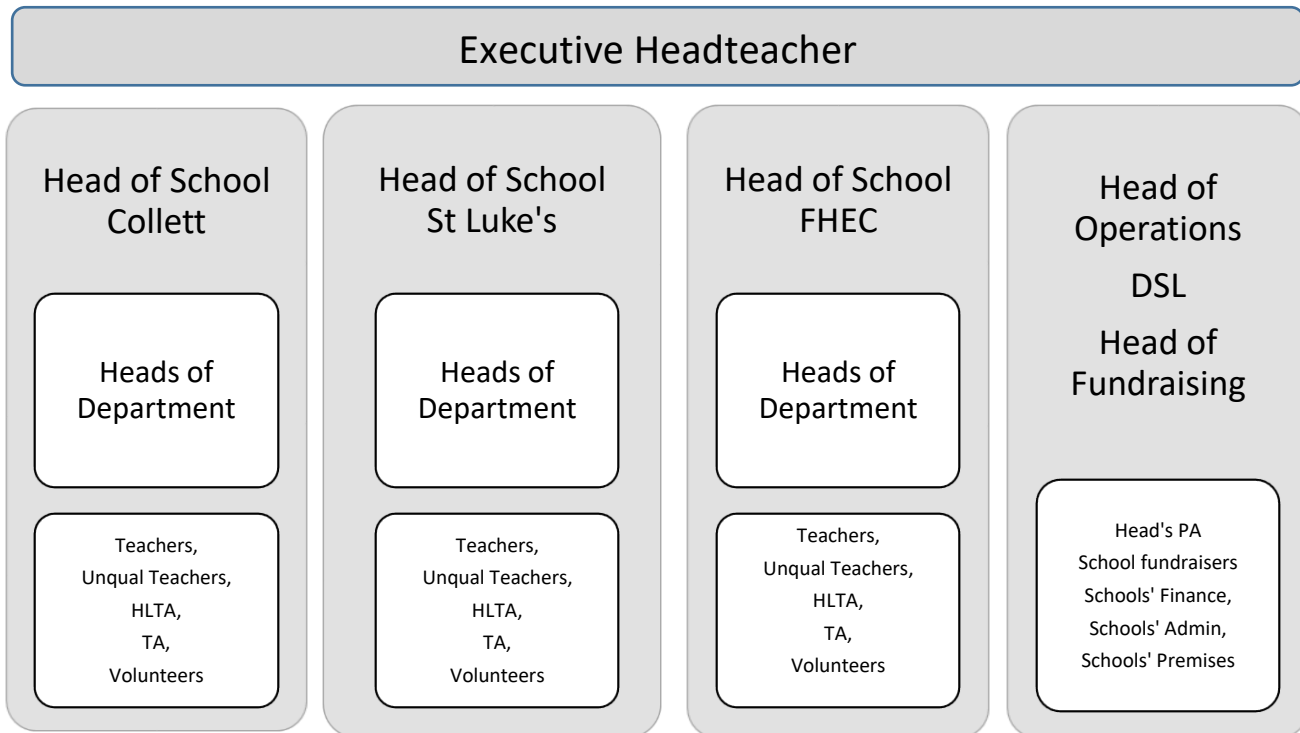
Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire

County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire 'grid' for education.

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day-to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils in Stepon and within Stepup the moving and where directed, the physical restraint of pupils
- Moving and handling children and young people
- Some staff work with children requiring intimate care
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Head of School
- The postholder will line manage others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



Accomplished Teacher (QTS, Band 2)

	Essential/ Desirable person specifications:		Evidence Sought
Quals	ESSENTIAL:	<ul style="list-style-type: none"> English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification 	Certificates at selection event
	DESIRABLE:	<ul style="list-style-type: none"> Masters Degree 	
Training	ESSENTIAL:	<ul style="list-style-type: none"> Evidence of continuing professional development Evidence of training in safeguarding including child protection 	Application form Selection event
	DESIRABLE:		
Experience	ESSENTIAL:	<ul style="list-style-type: none"> A commitment to keeping children safe Strong Teaching Effective teamwork Managing own CPD Working to deadlines Managing Health and Safety Commitment to wider school events/ activities Effective timekeeping High attendance rates 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> Managing budgets 	
Knowledge and Skills	ESSENTIAL:	<ul style="list-style-type: none"> Strong literacy and numeracy skills Computer literacy across a range of ICT packages Able to understand national and regional educational services and deliver appropriate strategies Understanding of educational issues Understanding of promoting positive relationships with the wider school community Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time Knowledge of pedagogical issues that impact on learners and the school environment 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> Coaching and mentoring skills Experience of working with children with SEND 	

Personal characteristics	ESSENTIAL:	<ul style="list-style-type: none"> ○ Highly developed interpersonal skills with adults and children ○ Resilience and a positive attitude ○ Willingness to constructively challenge the work of self and others to continually improve own and team performance ○ Enjoyment of working in a school environment ○ Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities ○ Able to hold accountability and take responsibility for self and others ○ Adaptability to learn new skills and respond effectively to changes imposed and created by the school ○ Solution focused ○ Understand the impact of each individual in a team ○ Commitment to driving up standards and self-improvement 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> ● 	



Job Title:	Expert Teacher
Reports to:	Head of Department, Head of School
Salary Range:	The Blue Tangerine Federation Band 3: UPR1-UPR3
	Teacher's Pay and Conditions
Hours:	32.5hrs, 52 weeks

Job Context

The Blue Tangerine Federation is a collaboration of specialist and special education schools. All three schools have Foundation status. St Luke's School and The Collett School are special educational needs schools for children with complex learning difficulties. Forest House Education Centre is a hospital school providing specialist education for young adults with complex mental health needs. The schools welcome staff of a high professional caliber and shares the responsibility with each member of staff for continual review and the development of expertise.

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- Keeping children safe
- Being professional
- Comitting to continual professional learning and development
- Fulfilling the expectations, responsibilities and accountabilities of your role
- Meeting your post's professional and pay-grade standards
- Being an advocate for change and championing school improvement
- Conveying a positive attitude
- Working effectively in teams
- Ensuring compliance with school and federation policies, other statutory requirements of schools, employment and the law
- Contributing to and supporting the overall aims and ethos of the school(s)

The duties and responsibilities listed in this job description are not exhaustive. The post holder is expected to accept any reasonable requests that may from time to time, be necessary.

Overview of the post of Expert Teacher

The Expert teacher has progressed onto the Upper Pay Range (Band 3) on UPR1, UPR2 or UPR3 with the additional SEN Point after successfully applying through the Threshold analysis and evaluation.

Senior teachers are instrumental in the success of 'distributed leadership' and assists the Executive Headteacher in his/her duty to ensure that the school meets its educational, fiscal and statutory aims. The Expert Teacher is responsible for providing professional leadership for other teachers, working closely with leaders and the Head of School to enhance the School's effectiveness in order to achieve improved standards of learning and achievement.

Teachers make the education of their pupils 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 pupils.

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:

- treating pupils 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 pupils' 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 pupils' 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.

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- Ensure each pupil's EHCP effectively portrays the child and their needs
- Interpret data to support planning for improved pupil progress
- Keep children safe, with a thorough understanding of *Keeping Children Safe in Education*
- Promote pupils' spiritual, moral, social and cultural development and good behaviour

The Expert Teacher:

- Over time, all aspects of the Expert Teacher's teaching are at least good and much is outstanding.
- Excellent subject knowledge and expertise in SEND is effectively used to drive forward their own practice and those they work closely with.
- There is evidence of the Expert Teacher having a significant impact on improving outcomes for pupils as a result of developing provision and practice throughout the school.
- The Expert Teacher uses effective methods to help colleagues develop practice on a school-wide basis.
- Working relationships are underpinned by a commitment to leading development of practice in school, across other schools and with parents.
- The Expert Teacher takes responsibility for their own professional development and keeps up to date with developments in education. Proactively supports the development of others, leading to improved outcomes for pupils.

- The Expert Teacher meets the standards for professional conduct set out in the Teachers' Standards
- Identifies changes to the pupil's SEND as the pupil ages.
- Contributes to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on the curriculum and/or pupils' development to secure coordinated outcomes (e.g. leading on areas of assessment, school council across the federation, improvement in teaching, learning and research, SEND specific trails and implementation; having accountability)
- Expert teachers make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes
- Expert teachers are reflective, innovative and outward looking. This includes research and published reports to inform planning. Expert teachers are responsive to curriculum developments and actively seek partnership work with other schools, building on national and local examples of best practice
- Expert teachers contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Expert teachers can evidence how they make a significant contribution to the wider life and ethos of the school by using educational and pastoral opportunities through assemblies, tutor time and class teaching effectively to maximise respect for cultural diversity, create positive ethos and to secure high levels of care. They work closely with team members and facilitate opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them in the context of performance management. Expert teachers recognise successful completion of significant pieces of work or work activities by team members and I use praise effectively, where due, as a motivational tool. Identifying and constructively sharing information on opportunities for improvement in team practice
- Performance management records show Expert teachers make a significant contribution to the school's overall capacity to improve

UPR 1 Expert Teacher:

- Annual appraisal review - can be assessed against higher level criteria (UPR2 only) after two successful appraisals
- To consistently be a good or better classroom practitioner
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is consistently good in all respects.
- To provide advice and guidance to colleagues on teaching and learning and care guidance and support
- To proactively seek opportunities for improvement, in own practice investigate, research and disseminate good practice
- To support colleagues in improvement in their practice
- To contribute to the life of the school and to foster collegiate school activity
- To take a lead in a school improvement initiative
- To promote the School in a positive light with all its stakeholders

UPR 2 Expert Teacher:

- Annual appraisal review - can be assessed against higher level criteria (UPR3) after two successful appraisals
- To be an outstanding practitioner the majority of time
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in many respects
- To provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support

- To proactively investigate, research and collaboratively disseminate good practice
- To proactively seek opportunities for improvement, whether in own or others' practice
- To play an active role in the life of the school and to foster collegiate school activity
- To play a significant role in school improvement initiatives
- To work consistently to promote the School in a positive light with all its stakeholders

UPR 3 Expert Teacher:

- To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues
- Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in most respects
- To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues
- To lead in the proactive investigation, research and dissemination of good practice
- To act as a respected source of guidance on how to embed improvements in own or others' practice
- To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
- To make a major contribution to the strategic development of school improvement
- To act as an ambassador for the School in its relations with all its stakeholders as required

Managing and Developing Staff and Other Adults

- Help to implement and sustain effective systems for the management of Performance Appraisal
- Motivate and help to enable all staff to carry out their respective roles to the highest standards
- Ensure that constructive working relationships are formed between staff and pupils
- Contribute to the professional development of staff through example, induction, mentoring and in service training (departmental and whole school).

General

- Be able to articulate the ethos and have a good understanding of how it's values can and should affect desired behaviours.
- Actively demonstrate commitment to own continuous professional development and knowledge of 'best practice'.

Health & Safety

- Enable regular consultation with people on health and safety issues affecting pupils and staff as a result of pastoral/ safeguarding issues
- Ensure systems are in place to enable the identification of hazards and risk assessments

People and Relationships

- To allocate and monitor the progress of work in all areas of responsibility
- To develop effective relationships with colleagues and all stakeholders
- To manage the professional development of staff through performance appraisal and training
- To build and develop effective teams to meet the needs and objectives of the school
- To promote collaboration and develop effective partnerships within the wider community

Managing Own Performance and Development

- Demonstrate resilience
- Abide by the school's Code of Conduct
- Take responsibility for your own professional development
- Develop and use IT proficiently

- Prioritise and manage your own time effectively
- Work calmly under pressure and to deadlines
- Sustain personal motivation and that of your colleagues
- Work collaboratively to support yourself and colleagues in achieving Performance Appraisal objectives
- Motivate and help to enable colleagues to carry out their respective roles to the highest standards
- Contribute to the professional development of staff through example, induction, mentoring and in service training

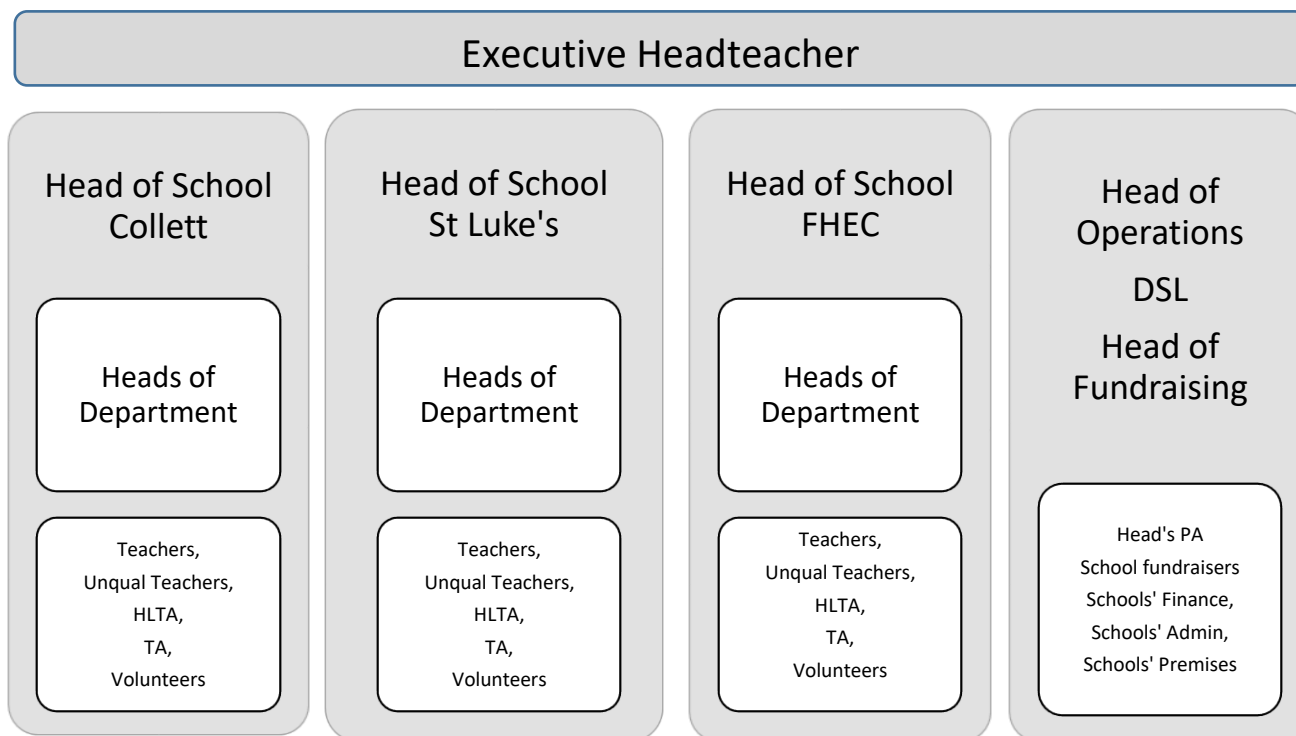
Equalities

Be aware of and support difference and ensure that pupils and colleagues have equality of access to opportunities to participate, learn and develop. The schools do not tolerate exploitation, prejudice or bullying with regards to learning or physical disability/difficulty, age, gender, sexual orientation, transgender, mental health, religion, nationality or ethnicity.

DBS – Disclosure and Baring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Hertfordshire County Council’s pre-employment checks. Please note that additional information referring to the Disclosure and Baring Service is in the guidance notes to the application form. Further information is available from the Executive Headteacher and the Hertfordshire ‘grid’ for education.

Organisation of the School



Contact

The jobholder works directly with adults and children and has routine and regular contact with parents/carers and with external agencies and professionals. Training and CPD opportunities are led by all groups of postholders within the school as well as external providers.

Physical Effort

To what extent does the job involve physical effort/strain over and above what would normally be incurred in a day-to-day office environment?

- The job is likely to involve supporting children after falls or accidents
- The use of Hertfordshire Steps behaviour support procedures, which involves guiding pupils in Stepon and within Stepup the moving and where directed, the physical restraint of pupils
- Moving and handling children and young people
- Some staff work with children requiring intimate care
- In order to undertake the post effectively, adults will be regularly moving around the school, requiring a degree of physical stamina over the course of a day

Supervision

The frequency of meetings is determined by the school's performance appraisal policies and practice. Where performance is poor or unsafe, that member of staff will be informed and consideration of the school's competencies policies may be undertaken.

Supervisory and Management

- The postholder is line managed by the Head of School
- The postholder will line manage others, where directed

Working Environment

To what extent is the job exposed to objectionable, uncomfortable or noxious conditions over and above what would normally be experienced in a day-to-day office environment? Specialist and Special Educational Needs School posts are 'front line' positions, working with children and young adults who are vulnerable and have identified learning, mental health, physical, social and behavioural needs.

The job may likely involve you and/or other adults being in situations that children and young people hit out, kick, spit, slap, punch, throw missiles, pull clothing/hair, scream, use extreme language. The job may likely include clearing up blood or other bodily fluids of children after accident or sudden illness.

The schools' dress code is discretionary, advising colleagues to choose clothing that is suitable to the work they undertake within and/ or across the school and in other professional settings.



Expert Teacher (QTS, Band 3)

	Essential/ Desirable person specifications:		Evidence Sought
Quals	ESSENTIAL:	<ul style="list-style-type: none"> English and Maths GCSE grade C or above, A'Levels, Degree, Teaching Qualification 	Certificates at selection event
	DESIRABLE:	<ul style="list-style-type: none"> Masters Degree 	
Training	ESSENTIAL:	<ul style="list-style-type: none"> Evidence of continuing professional development Evidence of training/ coaching others Evidence of training in safeguarding including child protection 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> Leading training programmes 	
Experience	ESSENTIAL:	<ul style="list-style-type: none"> A comittment to keeping children safe Strong Teaching Effective teamwork Managing own CPD Working to deadlines Managing Health and Safety Comittment to wider school events/ activities Effective timekeeping High attendance rates 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> Managing budgets 	
Knowledge and Skills	ESSENTIAL:	<ul style="list-style-type: none"> Strong literacy and numeracy skills Strong people skills – managing others in a team Computer literacy across a range of ICT packages Abe to understand national and regional educational services and deliver appropriate strategies Understanding of SEND educational issues Understanding of promoting positive relationships with the wider school community Able to work under pressure, to deadlines and to be able to prioritise workload, work streams and line manage others to effectively deliver outcomes, on time Expert practical knowledge of SEND pedagogical issues that impact on learners and the school environment Experience of working with children with SEND 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> Coaching and mentoring skills 	

Personal characteristics	ESSENTIAL:	<ul style="list-style-type: none"> ○ Highly developed interpersonal skills with adults and children ○ Resilience and a positive attitude ○ Willingness to constructively challenge the work of self and others to continually improve own and team performance ○ Enjoyment of working in a school environment ○ Has a determination to improve the outcomes and experiences for children and young people with special educational needs and disabilities ○ Able to hold accountability and take responsibility for self and others ○ Adaptability to learn new skills and respond effectively to changes imposed and created by the school ○ Solution focused ○ Understand the impact of each individual in a team ○ Commitment to driving up standards and self-improvement 	Application form Selection event
	DESIRABLE:	<ul style="list-style-type: none"> ● 	



Job Standards Blue Tangerine Federation

Leadership Career Grade Expectations

Standards and Competencies

Professional activity	NCSL	Band 1: Leader Provides effective overall leadership; may require support in one or two areas while adapting to new role	Self Audit	Band 2: Accomplished Leader Provides good leadership in all areas	Self Audit	Band 3 Expert Leader Provides leadership which is good in all areas and outstanding in some	Self Audit
Leading Colleagues; Building Teams	S10; 36; 37; 45; 68	Motivates and develops individuals and teams, building a collaborative learning culture within the school.		Motivates, develops and sustains individuals and teams, building a collaborative learning culture within the school. Actively engages with other schools to build effective learning communities.		Motivates, develops, empowers and sustains individuals and teams, building a collaborative learning culture within the school. Is active in other schools to support their school improvement and build effective learning communities.	
Managing Personal Professional Development	S39	Receives and acts on feedback to build on strengths and improve personal performance.		Able to reflect on own practice and actively seeks to improve own performance.		Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.	
Acting on Evidence	S1; 7; 17; 23	School self-evaluation is thorough and accurate, and actions are carefully planned.		School self-evaluation is thorough and accurate, and actions are carefully planned, concerted and effective.		The leader works to promote improvement across the wider system. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.	
Developing Teaching and Learning	S12; 14; 15; 19; 20; 22	Teaching in the school is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development.		Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.		The leader focuses relentlessly on improving teaching and learning, which is at least consistently good and improving. Searching performance management encourages, challenges, supports, and provides focused professional development, to secure improvement for all staff.	
Handling Accountability	S9; 35; 37; 46	The leader systematically challenges others. There are high expectations and aspirations for all pupils.		The leader systematically challenges others. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.		The leader stringently holds others to account for aspects of the school's performance. There is an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils.	
Managing Resources	S24; 30	The leader manages resources efficiently.		The leader deploys all resources including staff efficiently; this has a positive impact on pupils' progress.		Through highly effective, rigorous planning, resources are managed effectively and efficiently. There is excellent deployment of staff and resources, having a significant impact on the outcomes for all pupils.	

Teachers' Professional Skills Level Descriptors to accompany the 3 Band Teachers' Pay Structure

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	UPR1	UPR2	UPR3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching are good. Subject knowledge and understanding of SEN pedagogy is developing			Based on secure subject and SEN knowledge and understanding, all aspects of teaching over time are good			Over time, all aspects of teaching are at least good and much is outstanding. Excellent subject knowledge and expertise in SEN is effectively used to drive forward practice		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	There is evidence that the teacher uses outcomes from mentoring, coaching and professional development to have a positive impact on improving outcomes for pupils.			There is evidence of the teacher having a significant impact on improving outcomes for pupils			There is evidence of the teacher having a significant impact on improving outcomes for pupils as a result of developing provision and practice throughout the school		
PROFESSIONAL RELATIONSHIPS	1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	environment by effectively leading and managing a class team, resulting in good working relationships with pupils, colleagues and parents			effective relationships in class and wider school teams. Ensures that productive sharing of practice with colleagues, pupils and parents results in good progress for the majority of pupils.			develop practice. Working relationships are underpinned by a commitment to leading development of practice in school, across other schools and with parents.		
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Professional practice is improved in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and training to improve practice			Takes responsibility for own professional development and keeps up to date with developments in education. Proactively supports the development of others, leading to improved outcomes for pupils.		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards.		

Teacher Self Audit –

Evidencing Standards

Self Audit

Outstanding	Good	R I	Inadequate
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Copy and paste the tick in the box you feel represents your evidence e.g.

<p>1. Is work challenging enough for pupils? Does it meet their individual needs?</p> <ul style="list-style-type: none"> - Set goals that stretch and challenge individuals - Set goals that stretch and challenge groups of vulnerable learners - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively and make progress against set benchmarked targets 				
<p>2. Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding?</p> <ul style="list-style-type: none"> - Teach pupils to reflect on the progress they have made and their emerging needs - Demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 				
<p>3. Do teachers monitor pupils' progress in lessons and use the information well to adapt their teaching?</p> <ul style="list-style-type: none"> - Reflect systematically on the effectiveness of lessons and approaches to teaching - Make use of formative and summative assessments to secure pupils' progress - Moderate the work of pupils regularly with exemplars and other teachers as a matter of course 				
<p>4. Does teaching engage learners and promote positive attitudes to learning?</p> <ul style="list-style-type: none"> - Encourage pupils to take a responsible and conscientious attitude to their own work and study - Promote a love of learning and children's intellectual curiosity 				
<p>5. Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning?</p> <ul style="list-style-type: none"> - Guide pupils to reflect on the progress they have made and their emerging needs - Reflect systematically on the effectiveness of lessons and approaches to teaching 				
<p>6. Do pupils understand how to improve their work?</p> <ul style="list-style-type: none"> - Give pupils regular feedback, both orally and through accurate marking, and enables pupils to respond to the feedback to show they have learnt - Use assessment systems including CAPPS with pupils to ensure progress is targeted and bespoke 				
<p>7. Do teachers manage behaviour effectively?</p> <ul style="list-style-type: none"> - Follow school systems for managing behaviours across the school and take responsibility of promoting good and courteous behaviour - Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 				
<p>8. Do teachers use learning assistants effectively?</p> <ul style="list-style-type: none"> -Deploy support staff effectively to -Enable support staff to fulfill the requirements of their job description and person spec. -Hold appropriate expectations of support staff to maximise pupils' learning opportunities 				
<p>9. Are marking, assessment and testing used well to help pupils improve their learning?</p> <ul style="list-style-type: none"> - make use of formative and summative assessment to secure pupils' good or better progression in learning 				
<p>10. What are the views of the pupils, parents and staff?</p> <ul style="list-style-type: none"> - Communicate effectively with parents with regard to pupils' achievements and well-being - Treat pupils with dignity, building relationships rooted in mutual respect - Develop effective professional relationships with colleagues 				
<p>11. Do pupils make good progress over time?</p> <ul style="list-style-type: none"> - Be accountable for pupils' attainment, progress and outcomes in their class - Be accountable for pupils' attainment, progress and outcomes in subjects they lead across the school 				

Teachers' Standards in England Part One

Self Audit

Standard <i>A teacher must:</i>	Exemplification	Self Audit			
		Outstanding	Good	R I	Inadequate
	<i>Copy and paste the tick in the box you feel represents your evidence e.g.</i>		y		
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect 				
	<ul style="list-style-type: none"> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 				
	<ul style="list-style-type: none"> demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. 				
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes 				
	<ul style="list-style-type: none"> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 				
	<ul style="list-style-type: none"> guide pupils to reflect on the progress they have made and their emerging needs 				
	<ul style="list-style-type: none"> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 				
	<ul style="list-style-type: none"> encourage pupils to take a responsible and conscientious attitude to their own work and study 				
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 				
	<ul style="list-style-type: none"> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 				
	<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 				
	<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 				
4. Plan and teach well structured lessons	<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time 				
	<ul style="list-style-type: none"> promote a love of learning and children's intellectual curiosity 				
	<ul style="list-style-type: none"> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 				
	<ul style="list-style-type: none"> reflect systematically on the effectiveness of lessons and approaches to teaching 				
	<ul style="list-style-type: none"> contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 				
5. Adapt teaching to	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 				

Teachers' Standards in England Part One

Self Audit

Standard <i>A teacher must:</i>		Self Audit			
		Outstanding	Good	R I	Inadequate
		<i>Copy and paste the tick in the box you feel represents your evidence e.g.</i>			
respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 				
	<ul style="list-style-type: none"> demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 				
	<ul style="list-style-type: none"> have a clear understanding of the needs of all pupils, 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 them 				
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 				
	<ul style="list-style-type: none"> make use of formative and summative assessment to secure pupils' progress 				
	<ul style="list-style-type: none"> use relevant data to monitor progress, set targets, and plan subsequent lessons 				
	<ul style="list-style-type: none"> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 				
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 				
	<ul style="list-style-type: none"> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 				
	<ul style="list-style-type: none"> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 				
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school 				
	<ul style="list-style-type: none"> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 				
	<ul style="list-style-type: none"> deploy support staff effectively 				
	<ul style="list-style-type: none"> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 				
	<ul style="list-style-type: none"> communicate effectively with parents with regard to pupils' achievements and well-being 				

Teachers' Standards in England Part One

Self Audit

Standard

A teacher must:

Exemplification

Outstanding

Good

RI

Inadequate

Copy and paste the tick in the box you feel represents your evidence e.g.

Teachers' Standards in England Preamble

Teachers make the education of their pupils 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 pupils.

Teachers' Standards in England 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:
 - treating pupils 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 pupils' 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 pupils' 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.

