

CHANCERY EDUCATION TRUST

Job Description & Person Specification

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	ARP – SEND (Severe and Complex Needs) Class Teacher
Line Management:	Executive Headteacher/Headteacher/Head of School/Principal

Key Functional Relationships
<ul style="list-style-type: none">• CEO• Executive Headteacher/Headteacher/Head of School/ Principal and Strategic Leadership and Management Team• All Teaching and Support Staff• Students and Parents• Local Governing Board• Consultants and Advisors• External Bodies

Generic Responsibilities
<ul style="list-style-type: none">• To commit to the Trust aims for safeguarding and promoting the welfare of children and young people• To work with the leadership team and all staff to establish a thriving, high achieving learning community• To work collaboratively in order to renew, develop and share the vision for the Academy/School and the Learning Community• To be committed to continuous professional development relevant to the post including national development, personal training needs and supporting future career development• To exhibit professional attitudes and encourage professional attitudes amongst all staff• To contribute, at the appropriate level, to the development, monitoring, evaluation and review of the Academy/School's work• To attend relevant meetings and to attend committees or working parties at whole Academy/School level, when required• To encourage and foster active and constructive links with parents and members of the wider community• To develop and maintain effective and positive working relationships with all partners and community organisations• To promote and support the extra-curricular provision• To commit to race and gender equality and opportunities for all• To be aware of, adhere to and promote policies, procedures and codes of conduct ensuring you adhere to updates and amendments• The willingness and ability to be deployed in any Academy/School within the Trust as the need arises• To undertake any other duties commensurate with the post, as directed• To uphold standards in public life

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Shared Responsibilities

The ARP SEND (Severe and Complex Needs) Class Teacher will work in partnership with the Leadership Team to secure the Academy's success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all. The main responsibilities for this post are:

- To work with the SLT to accelerate progress for all pupils, particularly in SEND (Severe and Complex Needs)
- To support, develop and coach teaching and learning across SEND (Severe and Complex Needs), so that the school has consistently good or better teaching
- To support and co-ordinate assessment across SEND (Severe and Complex Needs), maximising pupil and parental engagement
- To support day to day leadership in school
- To teach all areas of the primary curriculum
- Co-ordinate activities and resources within a specific area of the curriculum and supporting colleagues in the delivery of this specialist area
- To undertake any such duties as directed by the Centre Lead and the Academy Headteacher
- Take a lead role in managing and delivery pastoral support to pupils
- Manage the supervision of pupil excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and to provide advice to assist in their social, health and hygiene development
- Take a lead role in supporting the speedy/effective transfer of pupils from other schools/across phase/integrations of those who have been absent
- Contribute to the overall ethos/work/aims of the Trust and be aware of and support diversity and ensure equal opportunities for all

The ARP SEND (Severe and Complex Needs) Class Teacher will also have key accountabilities for:

Knowledge and Understanding

- What constitutes high quality in SEND (Severe and Complex Needs) educational provision, the characteristics of effective strategies for raising standards and outcomes across SEND (Severe and Complex Needs) pupils
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

Strategic Leadership

- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in SEND (Severe and Complex Needs)
- Be able to present a coherent and accurate account of the children's performance and self-evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others

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- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in SEND (Severe and Complex Needs)
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all SEND (Severe and Complex Needs) children

Planning and Setting Expectations

- Assist the SLT in leading and managing the creation and implementation of a SEND (Severe and Complex Needs) strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement
- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform address areas for improvements

Specific Responsibilities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

As an ARP Class Teacher, the main responsibilities for this post are:

(1) Liaison and Co-operation

The ARP Teacher will work in liaison, contact and co-operation with:

- other members of staff
- members of Local Authority, academy partners and advisory services
- organisations and networks relevant to the ARP Teacher's specialism or subject
- parents, directors and the local community
- outside agencies

(i) Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

(ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at the Academy and elsewhere

- (iii) Marking and recording**
To mark and assess pupils' work and to record their development, progress and attainment, both at the Academy and elsewhere
- (iv) Discipline and relationships**
To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.
- (v) Communication with parents**
To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties
- (vi) The Classroom**
To maintain an attractive and stimulating classroom environment, and to contribute to displays in the Academy as a whole.
- (vii) Overall policy and review**
To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines
- (viii) Reports**
To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils. Feedback to parents on pupil progress at parents' evenings and other (often less formal) meetings
- (ix) Review**
To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate
- (x) Professional development**
To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the Academy Principal
- (xi) Corporate life**
To take part in the corporate life of the academy by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.
To take part in Academy events and activities that can be run at weekends or evenings
- (xii) Equality policies**
To help ensure that subject-matter and learning resources reflect the Academy, local and national policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xii) above

Notes

The above responsibilities are subject to:

- This Job description can be amended at any time after consultation between the post holder and the Executive Headteacher/Headteacher/Head of School/Principal
- It is likely that the responsibilities above could change as the strategic leadership and management team develops

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors, telephone callers and email communications.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Person Specification

Key Areas	Essential Attributes	Desirable Attributes
Education/Training & Qualifications	QTS (Qualified Teacher Status) A higher degree or further professional qualifications Qualified to teach and work in the UK Evidence of recent, relevant professional development Enhanced DBS Check	Evidence of further Professional Development and Training including SEN or relevant to role.
Professional Knowledge, Understanding and Skills	Proven ability as an excellent class teacher KS1, KS2 or SEND (Severe and Complex Needs) experience Ability to work effectively in a team	
Specific Knowledge, Understanding and Skills	Proven track record of good and/or better teaching Experience of raising attainment of all pupils in a challenging classroom environment Using a positive approach to promote excellent learning behaviour Confident and competent user of ICT Excellent understanding of the principles of inclusive teaching and experience of teaching children with special education needs Evaluate the impact of teaching and the progress of all learners and modify planning and classroom practice where necessary To have a good understanding of Assessment for Learning Know and understand what is required to safeguard children	
Curriculum	Up to date knowledge in the primary curriculum understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour. Able to create a stimulating environment which promotes learning and celebrate children’s successes Understanding of the principles underlying cross-curricular teaching and learning Participate in School Improvement initiatives	

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Professional Values	<p>Experienced curriculum leader with proven record of curriculum innovation</p> <p>Effective team member</p> <p>Has good communication, planning and organisational skills</p> <p>Demonstrates resilience, motivation and commitment to driving up standards of achievement</p> <p>Acts as a role model to staff and pupils</p> <p>High expectations for accountability and consistency</p> <p>Vision aligned with the Trust's high aspirations, high expectations of self and others.</p> <p>Willingness to use a variety of teaching strategies to engage all learners</p> <p>Commitment to the personal welfare and safeguarding of children</p> <p>Commitment to regular and on-going professional development and training to establish outstanding classroom practice</p> <p>Maintain appropriate levels of confidentiality with regards to school business</p>	
Personal	<p>Passionate about Learning and Teaching</p> <p>Displays warmth, care and sensitivity in dealing with children</p> <p>Open minded, self evaluative and adaptable to changing circumstances and new ideas</p> <p>Able to enthuse and reflect upon experience</p> <p>Willingness to be involved in the wider life of the school</p> <p>Sense of humour</p> <p>Ability to work flexibly</p> <p>Ability to prioritise</p> <p>Good interpersonal/communication skills</p> <p>Willingness to learn and the will to strive to become even better</p> <p>Positive, growth mind set</p>	
Safeguarding and promoting welfare of children	<p>Safeguarding issues and current legislation</p> <p>Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p>	
Equality Issues	<p>Demonstrable knowledge and understanding of equality issues and legislation</p> <p>Able to integrate equality policies into service delivery and employment practices</p>	

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