



Queensbury School is committed to the Safeguarding and Welfare of children and young people and expects all staff and volunteers to share this commitment

JOB DESCRIPTION

JOB TITLE: CLASSROOM TEACHER (SPECIAL)

GRADE: MPS + 1 SEN

1.0 JOB PURPOSE:

To implement and deliver an appropriately differentiated, broad, balanced, relevant and differentiated curriculum for students with learning difficulties and ensure delivery of high quality teaching and learning for which the teacher is accountable.

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

2.0 DUTIES AND RESPONSIBILITIES:

2.1 Planning, development and coordination

- To set teaching and learning objectives, which are relevant to all students in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning.
 - a. To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan with support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Management Team and/or line manager.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.

2.2 Monitoring and assessment

- To identify and support students with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.
- To involve students in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carer, other professionals and students as appropriate.

2.3 Teaching and class management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range and ability.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls in different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.

- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

2.4 To adhere to the ethos of the school:

- To promote the agreed vision and aims of the school.
- To set an example of personal integrity and professionalism.
- Attendance at appropriate staff meetings and parents evenings.

2.5 Any other duties as commensurate within the grade in order to ensure the smooth running of the school.

OBSERVANCE OF THE TRUST
EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED

PERSON SPECIFICATION

JOB TITLE: CLASSROOM TEACHER (SPECIAL)
GRADE: MPS + 1 SEN

Method of Assessment (MOA): AF = Application Form I = Interview T = Test/Exercise P = Presentation

CRITERIA	ESSENTIAL	MOA
EXPERIENCE (Relevant work & other experience)	<ul style="list-style-type: none"> • Successful teaching experience in a Primary or Secondary school or evidence of successful completion of initial teacher training. • Experience of working with young people with disabilities. 	AF AF/I
SKILLS & ABILITIES (E.g. Written communication skills, dealing with the public)	<ul style="list-style-type: none"> • Teaching to a high standard. • Ability to be clear of your motivation to work with children and young people. • Works well within and contributes to team development. • Understands and values the processes of planning as an aid to raising standards. • Good classroom management. • Evidence of a commitment to an equal opportunities policy, both in service delivery and employment. • Knowledge of the National Curriculum requirements. • Understands and is familiar with teaching and learning strategies suitable for students with learning difficulties. • Ability to maintain appropriate relationships with children. • Emotional resilience to challenging behaviour. • Correct attitude to the use of authority and maintenance of discipline. 	T I T P T I T T T T T
TRAINING	<ul style="list-style-type: none"> • Interest in own personal development and willingness to undertake further training. 	AF/I
EDUCATION/QUALIFICATIONS (N.B. Full regard must be paid to overseas qualifications)	<ul style="list-style-type: none"> • Qualified Teacher Status. • Evidence of participation in professional development or study. <p>(Certificates required at interview)</p>	AF/I AF
SAFEGUARDING	<p>Enhanced DBS is essential.</p> <p><i>This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.</i></p>	
CONTRA INDICATION	<ul style="list-style-type: none"> • Criminal convictions involving offences against children. 	DBS check will be carried out

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE TRUST
 EQUAL OPPORTUNITIES POLICY