

**Job Description**

**Post: Infant Assessment Class Teacher**

**Responsible to: Capella House Headteacher**

Outer London MPS plus SEN Scale (depending on qualifications and experience) **TLR**

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**Required** Start: September 2021

**Context** Capella House School is a day, co-educational special school for learners aged 4-16 opened in 2019. The school specialises in serving children whose primary or main presenting needs relate to difficulties with speech, language and communication.

As part of our development and growth we are opening a Reception and Key Stage 1 assessment class within a newly refurbished Primary phase provision. Children will have identified Speech & Language Needs and will benefit from teaching and Therapy interventions. but may not yet have an EHCP (and may not need one). Working closely with Speech & Language Therapy, you will support children to be assessed as to the correct interventions and programmes and future learning pathways, which may be within mainstream, a SRP within mainstream or a more specialist setting including Capella House itself.

Capella House is part of The Auriga Academy Trust, founded on the vision that through working together, we can provide outstanding learning experiences for the learners and students in our communities, both now and in the future.

This role will enable you to be part of a forward-thinking and innovative special school Trust with a very exciting future ahead of us.

Our learners come from all parts of Richmond Upon Thames and neighbouring boroughs. We work closely with our colleagues from Health, Educational Psychology and Social Care to ensure that our learners receive all the support and challenge they need to achieve their potential. Every learner will have an individual programme that details what and how they are learning, including input from Speech & Language and Occupational Therapy. We have high expectations of everyone at Capella House, and we firmly believe that by working together with home and school, we can provide a great education for all our learners. We encourage challenge and reward learners who try something new.

*Capella House School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment.*

**JOB DESCRIPTION**

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| **General responsibilities** |
| Support the Headteacher and the Head of Primary with promoting the aims and vision of the school by developing the learners and by carrying out your duties and responsibilities pro-actively and conscientiously. |
| Undertake the duties of a school teacher as specified in the Teacher’s Standards and School Teachers Pay and Conditions Document for the current year and having due regard for Capella House School’s vision and School Development Plan. |
| Teach a group of pupils aged 4-7 who have Speech, Language and Communication Needs/Social Communication Needs some of who may have additional learning or medical diagnoses, so that they learn to their full potential |
| Adhere to the school’s safeguarding and behaviour support procedures and policies and be seen to actively promote them in all aspects of work. |

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|  | ***Specific Duties*** |
| **1** | **Class Leadership** |
|  | Plan for and assess learners’ understanding, using knowledge of school policies, schemes of work, national and local requirements for relevant curriculum areas**.** |
|  | Support the Head of Primary to promote and develop an inclusive curriculum provision for the Assessment Centre, linking where possible with the co-located mainstream school. |
|  | Promote and develop information, training, support etc., to members of staff from the Assessment Centre, Capella House School, the co-located Primary School, other AAT schools where required, and students and volunteers as appropriate. |
|  | Contribute to the sharing of new approaches between team members |
|  | Plan for, and participate in the supervision of, pupils inclusion activities with mainstream school |
|  | Promote best practice for inclusion |
|  | Manage behaviour effectively to ensure a positive and safe learning environment. |
|  | Lead and support Higher Level Teaching Assistants, Teaching Assistants, students and volunteers. |
|  | Be responsible for the welfare and pastoral needs of all the students in school throughout the day and for keeping the Head /Assistant Headteacher informed of any developments or changes. |
|  | Work closely with other professionals, including Speech & Language and Occupational Therapists, AfC’s Lead Adviser for SLCN, Capella House teachers and the co-located mainstream teachers to implement programmes developed with them. |
|  | Contribute to outreach in the local area; participating in outreach networks and quality assurance activities as required. |

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| **2** | **Teaching and Learning** |
|  | Set high expectations which inspire, motivate and challenge learners. |
|  | Demonstrate a commitment to Inclusive Quality First Teaching. |
|  | With SaLT and other Therapists, Co-construct individual student Individual Learning Plans and review at regular intervals including annual reviews |
|  | Promote good outcomes by learners through accurate assessment. |
|  | Use knowledge of school curriculum policy and *Early Years/ National Curriculum* requirements to plan differentiated work to meet the needs of individuals and groups promoting progression, continuity and independence. |
|  | Develop a flexible and responsive planning system based around learners’ interests and fascinations, taking a lead in planning meetings to ensure learners access well-structured and engaging learning experiences, including the use of ICT and AAC. |
|  | Adapt specialist teaching and learning approaches to respond to the strength and needs of all individual learners. create personalised support for each pupil |
|  | Be responsible for the forward planning, preparation and arrangements of any Educational Visits |
|  | Be responsible for the overall planning and management of the individual/group and for developing timetables, in consultation with the School Leadership Team and other colleagues. |

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| **3** | **Assessment, evaluation and quality** |
|  | Assess and report pupils’ attainment and track progress, using school systems and national criteria such as national statutory tests, EYFS and Pre key stage assessments and national examinations |
|  | Involve pupils, parents and carers in evaluation of the provision and pupil progress |
|  | Use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets and inform understanding of progress towards EHCP outcomes |
|  | Collaborate with school staff to write annual reports and reports for Annual Reviews and provide high quality evidence to present at review. |
|  | Gather evidence of learning and take part in moderation at both school and local levels |
|  | Help co-ordinate and write applications for funding and extra provision for children when required |
|  | Participate in arrangements for own further training and professional development and that of support staff, including induction. |
|  | Continually reflect upon and refine professional practice according to Auriga Academy Trust’s appraisal policy. |

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| **4** | **Management of physical resources** |
|  | Organise and maintain a stimulating working environment appropriate for the range of activities taking place and the special educational needs of the learners. |
|  | Ensure that resources are created, organised and readily available to promote learning for individuals, including ICT, access technology and both low- and high-tech AAC. |
|  | Manage delegated class/curriculum budgets |

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| **5** | **Fulfilling wider professional responsibilities** |
|  | Attend staff meetings and school based in-service training as directed |
|  | Develop positive relationships with parents/guardians and carers and encourage their involvement in their child's education as much as possible. |
|  | Forge links with other staff, the co-located Primary school, AAT schools, local schools, and with community partners. |
|  | Work as a member of the wider school team, planning co-operatively, sharing information, ideas and expertise. |
|  | Consult and plan with multi-agency colleagues. |
|  | Participate in the wider life of the school e.g. running extra-curricular activities, attending fund raising and social events and by promoting positive relationships between staff, home and school. |
|  | Any other professional duties as directed by the Headteacher. |

This job description will be reviewed annually and may be subject to amendment or modification by the school and the Trust at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations in relation to the post holder’s professional responsibilities and duties.

**PERSON SPECIFICATION**

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| **Education/Qualifications** |
| 1. Qualified Teacher Status. 2. *Specialist qualifications and/or training in relevant fields of SEND* |
| **Abilities/Skills/Attitudes** |
| 1. Track record of outstanding teaching of EYFS learners, including enabling individual access to learning and resources. |
| 1. Experience of teaching within a mainstream setting |
| 1. Knowledge and experience of teaching learners with Speech, Language and Communication Needs. |
| 1. Working knowledge of mainstream and alternative EYFS and KS1 curricula and assessment systems. |
| 1. Knowledge and experience of current legislation with reference to SEND |
| 1. A commitment to inclusion for all pupils |
| 1. Assimilate information quickly, and ability to work at pace. |
| 1. Devise individual short-term outcomes and other personalised learning programmes to meet the learners’ needs within the agreed syllabus, with reference to learner interest, prior learning, and achievement. |
| 1. Maintain clear, concise, up-to-date learner records in accordance with the school’s chosen system, including curriculum planning/forecasts/evaluations/and assessments. |
| 1. Collate and analyse data to inform next steps, including implementation of specialist strategies and interventions. |
| 1. Lead the class team and supervise, organise and deploy work of other members of staff/volunteers and to oversee and monitor the outcomes. |
| 1. Implement the programmes provided by the multi-professional team, specifically including use of individual communication programmes. |
| 1. Produce, manage and implement behaviour support plans in liaison with lead professionals. |
| 1. Willingness to attend and act on training courses as required by the Headteacher |
| 1. Reflect on own effectiveness and address own professional development via the appraisal system. |
| 1. Ability and Commitment to working collaboratively with parents/guardians, teaching colleagues and the multi-professional team, within school, trust and the local community |
| 1. Investigate, plan and implement educational visits and out-of-classroom activities in the local community and beyond. |
| 1. Adhere to and contribute towards the development of school policies and whole school development plan. |
| 1. Willingness to contribute to all aspects of school life and have a flexible, adaptable approach to work. |
| 1. Understand that in order to provide equal opportunities it is necessary to intervene and make changes. |
| 1. Recognise that it is the responsibility of leadership to provide active support and   challenge to colleagues. |

*Candidates must address* each and every *point of the Person Specification in their Supporting Statement.* ***Failure to address any or all points may result in the application not being shortlisted for interview.***