



Woodlands School Job Description – Teacher

Location	Woodlands School
Salary Grade	Teacher Main Scale 1 – 6 + SEN allowance
FTE	1
Reporting to:	Headteacher and leadership team

This job description may be amended at any time, following consultation between the Head Teacher and member of staff and will be reviewed annually. Priorities for the year will be negotiated through the professional review.

Core Purpose

To provide a high-quality educational experience for all learners.
Teach a class/group of learners, ensuring that planning, preparation, recording, assessment and reporting meet their complex learning, personal and social needs.
Maintain the positive ethos and core values of the school, both inside and outside the classroom.
Contribute to constructive team building amongst teaching and non-teaching staff, parents and carers.

Safeguarding responsibility

Keeping children and young people safe is everyone's responsibility. Staff have a duty to support the safeguarding of learners by ensuring they are acting in accordance with policies (Keeping Children Safe in Education, Staff Code of Conduct and Relationship Policy) at all times.

Staff are expected to:

- Know the signs and symptoms of abuse and neglect and how this might show in learners with SEND
- Know who the school DSLs are and how to contact them
- Record concerns about learners and pass them to a DSL
- Record concerns about members of staff and pass to the headteacher
- Write, review and update risk assessments for your learners
- Write individual Pupil Risk Assessments for learners identified as high levels of risk.

General duties and responsibilities

To carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.

To continue to meet the required National Standards for teachers.

Strategic Direction and development of SEN provision nationally and regionally

Understand evolving practice and information regarding SEN, as reflected in national and local contexts.

Take account of the expectations of parents/carers and work with them in close partnership. Seek to integrate, as appropriate, multi-disciplinary or specialist advice into the teaching and learning process.

Access and use relevant research, inspection and school self-evaluation evidence to inform assessment, curriculum and teaching provision.

Identification and assessment

Assess and record each pupil's progress systematically with reference to the school's current practice, (including the social progress of each child) and use the results to inform planning. Mark and monitor class work providing constructive feedback and setting targets for future progress.

Use the prescribed targets in the Educational Health Care Plans to develop criteria by which to judge pupil's progress, and to establish a timescale by review and evaluation, whenever possible, including learners and parent/carers in the key processes and procedures, and ensuring all understand what targets have been set and why.

Prepare and write accurate assessment reports for reviews which give direct evidence of any added value provided by teaching, be understood and used by other professionals and parents /carers and contribute to multi-professional assessment and placement decisions.

Be aware of the advisory and support roles of the range of specialist services and agencies and, where appropriate, work jointly with them on planning, programme implementation and report compilation.

Effective teaching, ensuring maximum access to the curriculum

Have knowledge of the National Curriculum.

Plan and deliver an ambitious Curriculum with regard for the school's vision, policies, schemes of work and the individualised teaching programmes for all children within the class.

Use knowledge of the curriculum and assessment criteria to develop, adapt and evaluate teaching strategies for the maximum benefit of learners. This includes providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.

Set small and achievable targets for learners whose progress is not clearly demonstrated when set solely against conventional assessment criteria.

Identify individual learning outcomes and develop, implement and evaluate a range of approaches to help learners achieve the learning outcomes.

Use and manage efficiently and evaluate techniques, specialised aids and resources, including ICT where appropriate, to give greater access to the curriculum and assist in the promotion of independent learning and living skills.

Take into account the effects on learning and behaviour of medications, medical treatments and therapeutic regimes.

Work collaboratively with specialist and support staff to make effective use of teaching and learning environments while adhering to the school's classroom expectations.

Monitor learners progress through effective assessments ensuring sustained progress over time.

Use a range of sound pedagogical strategies to engage learners in a highly adapted curriculum.

Evaluate own teaching critically to improve effectiveness.

Promotion of social and emotional development, positive behaviour and preparation for adulthood.

Work with parents and carers and all involved agencies to agree approaches to each pupil's personal development

Develop positive, consistent and restorative approaches and techniques so as to promote positive relationships between learners and adults in line with the Relational Behaviour Policy.

Apply an 'Attachment Aware and Trauma Informed' approach when building positive relationships with all learners.

Promote learners' knowledge and skills in personal, social, health and sex and relationship education to help them meet the challenges of their personal, social, family or leisure experiences; use opportunities to extend the whole curriculum and the general life and work of the school so as to enhance emotional growth and resilience.

Other Professional Requirements

Establish and maintain effective working relationships with professional colleagues, parents and carers.

Understand professional responsibilities and have a working knowledge and understanding of relevant legislation.

Set a good example through your presentation and your personal and professional conduct.

Plan for, organise and direct the work of Teaching Assistants in the classroom and support their professional development.

Take part in and contribute to meetings that relate to teaching/curriculum.

Contribute to the corporate life of the school through meetings, assemblies, shared projects and school functions.

Participate in the Performance Management system for the appraisal of own performance and that of Teaching Assistants.