

# Job Description

## Class Teacher

<b>Location:</b>	Woodlands School
<b>Grade/Scale:</b>	Main Scale 1 - 6
<b>Special Conditions:</b>	None
<b>Reporting to:</b>	Headteacher
<b>Revised Date:</b>	April 2025

### Job Summary:

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 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.

To work collaboratively across Unity MAT to deliver the Trust's vision and corporate objectives.

To carry out duties in line with the conditions of employment as set out in the current School Teacher's Pay and Conditions document, the Teacher Professional Standards, Trust/School policies and procedures and any other relevant legislation or guidance and to demonstrate consistently high standards of principled and professional conduct in order to provide an environment where professional and performance standards can be met.

### Main Duties & Responsibilities:

A Class Teacher will be expected to undertake the following duties, as directed by the Headteacher:

#### 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.

#### 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.

## **Main Duties & Responsibilities:**

### **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.

### **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.

### **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.

### **Additional Duties:**

The post holder will:

- Comply with any reasonable request to undertake work not specified in this job description which is commensurate with the post holder's salary grade, abilities, and aptitudes.
- Contribute to and uphold the overall ethos/work/aims of the Trust.
- Act with professionalism, integrity and with due regard to matters of a confidential nature at all times.
- Promote and adhere to high standards of behaviour and performance in line with the staff code of conduct, Nolan Principles and other relevant policies and professional standards.
- Establish constructive relationships and communicate professionally and effectively with senior leaders, colleagues, the Trust/school community, and other agencies/professionals.
- Participate in training and other learning activities and performance appraisal/development as required.
- Recognise their own strengths and areas of expertise and use these to advise and support others.
- Undertake duties in line with the Trust's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for themselves and any employees for whom they are responsible, in line with this policy, the Equality Standard and obligations under the Race Relations (Amendment) Act 2000.
- Carry out their responsibilities with due regard to Trust policies and arrangements relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection and should report any concerns to an appropriate person.

Note: This job description may be modified by the Trust to reflect or anticipate changes in the job, commensurate with the salary and job title.