**Job Description**

**Class teacher post (temporary)**

Main scale + SEN Allowance

The post requires you to teach pupils with complex speech and language needs and or autistic spectrum disorders. You can be asked to teach any age range in the school in response to school development priorities.

In common with all other staff you will be working towards agreed school aims.

To complement this job description, the post holder will be required to carry out such duties as set out in the relevant paragraphs of the School Teacher’s Pay and Conditions Document.

*Purpose of the role*

* To have an agreed teaching responsibility as well as other general responsibilities in the school as agreed with the head teacher and governors.

*Responsibilities*

*Teaching and Learning*

* To have class teaching commitments.
* To access pupils to the curriculum by ensuring the use of total communication systems throughout the school.
* To access pupils to the curriculum by ensuring the use of small steps approaches, that emphasise progress, in teaching learning and assessment.
* To teach pupils according to their individual needs, including the planning, preparation and assessment of work in line with the agreed policies of the school and statutory requirements.
* To implement and maintain the school policies regarding teaching and learning, pastoral care, social development, equal opportunities and health and safety.
* To have responsibility for overseeing the day-to-day running of an agreed curriculum area.

*Monitoring and Evaluation*

* To work with the head teacher to ensure that the aims, values and objectives of the school are achieved through an effective School Improvement Development Plan.
* To assist the head teacher in identifying school needs, by a process of school self review, as agreed by the governing body.
* To ensure that effective systems are in place to record and celebrate pupil achievement.
* To support the class team in setting challenging SMART targets.
* To support class teams in developing skills in both assessment for and assessment of learning.
* To monitor and be responsible for teaching resources provided for classes.
* To contribute to the Annual Review of pupils’ statements/ EHC plans of SEN.
* To report to and liaise with parents in matters of progress, development and needs.
* To liaise and collaborate with all school-based staff, other professionals and persons involved with the development of the children.
* To contribute to the evaluation and development of the curriculum within the school.

*Pupils*

* To consult with pupils and devise systems that involve them in self assessment, target setting and the annual review system.
* To work with other professionals to incorporate their targets in individual pupil planning.

*Personal development*

* To take a full and active part in professional development activities.
* To regularly attend staff briefings and Teaching and Learning meetings.
* To regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.
* To be aware of and keep up to date with national and local initiatives and DfE requirements

*Performance management*

* To participate in any arrangements within the agreed national framework for performance management. Performance management will be related to National Teacher Standards 2012

**NATIONAL TEACHER STANDARDS 2012**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children’s intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils’ progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

• manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

• make a positive contribution to the wider life and ethos of the school

• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being