



## **The Link School – Primary Site**

### **Job Description: Class Teacher**

|                    |                                |
|--------------------|--------------------------------|
| <b>POST TITLE:</b> | Class Teacher                  |
| <b>LOCATION:</b>   | The Link School – Primary Site |
| <b>REPORTS TO:</b> | The Principal, The Link School |

The Link School is a special school situated in the London Borough of Sutton providing education for up to 160 students aged 4 to 18 who have speech, language and communication difficulties. There are 53 learners on the Primary site.

The school provides a warm, caring, inclusive environment where pupils receive personalised learning opportunities in small class sizes. This nurturing approach increases pupils' self-confidence and encourages them to flourish academically and creatively.

The Link School is an inspirational and rewarding place to work where dedicated staff are focused on delivering the school's vision – “digging deep to aim high” in order to enable learners to leave with developed wellbeing, independence, communication and achievement in preparation for life after school. To find out more about us visit [www.thelinkschool.co.uk](http://www.thelinkschool.co.uk)

#### **The ideal candidate**

To be considered a real asset to the school, you should demonstrate:

- An understanding/knowledge and experience of working with children with special needs.
- Excellent communication, time management and organisational skills.
- An energetic and enthusiastic 'can do' attitude.
- A friendly and professional manner.
- You hold a recognised full teaching qualification including QTS.
- An understanding of alternative and therapeutic interventions for pupil progression.
- Innovation and competence in utilising resources to provide a stimulating learning environment.
- Commitment to achieving the highest possible standards for all learners with a

proven record of enabling learners to fulfil their potential.

**Key objective of the role:**

*To fulfil the professional standards expected of all teachers and thereby create effective and stimulating opportunities for learning that enables the development and progression of all learners.*

**Key responsibilities**

**Please note that it is expected that teaching duties, as outlined in this section of the job description, will be undertaken in accordance with the Professional Standards for Teachers and Trainers in Education and Training – England as published by The Education & Training Foundation. The job description is subject to periodic review.**

- Planning and preparing programmes of work, which are appropriate for pupils with language and communication difficulties, reflect pre-key stage standards and National Curriculum requirements, which encourage pupil involvement and understanding.
- Providing a stimulating classroom environment appropriate to the age and needs of the pupils.
- Ensuring that all learning equipment is in good order and available for the delivery of lessons.
- Assessing and recording the development, progress and attainment of each pupil to agreed criteria so that future planning can be structured appropriately.
- Communicating, consulting and co-operating as appropriate, with: -
  - Parents, or those with parental responsibility, including fostering home school links.
  - Outside agencies and other professionals
  - Work collaboratively with Speech and Language and Occupational Therapists
- Writing reports, including annual reviews and IEPs and attend parents' meetings as required.
- Taking an active part in whole school development by contributing to and participating in INSET.
- Participating in the formulation of whole school policies.
- Managing a class team, which will include holding weekly class team meetings, ensuring the effective and efficient deployment of classroom support staff, and conducting annual appraisals for support staff.

## **Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying different ways that they can be taught and assessed;
- planning and preparing programmes of work, which are appropriate for pupils with language and communication difficulties, and which encourage pupil engagement and understanding.
- setting tasks which challenge pupils and ensure high levels of engagement;
- be aware of and make provision for pupils' individual academic, social and emotional needs.
- providing clear structures for all learning sessions, maintaining pace, motivation and challenge;
- making effective use of assessment ensuring any assessment reflects the learning needs of our pupils;
- ensuring that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
- ensuring pupils acquire and consolidate knowledge, skills and understanding so that they can generalise their learning.
- evaluating own teaching critically to improve effectiveness;
- working collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.

## **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning programmes have been achieved and use them to improve specific aspects of teaching and learning;
- Monitor pupils' progress and set targets for progress in line with the school's marking policy;
- Assess and record pupils' progress systematically in order to identify pupils in need of more challenge and those who require additional interventions;
- Undertake assessment of pupils as expected by statutory requirements e.g., end of Key Stage 1 or 2 assessments;
- Prepare and present annual review reports to parents and outside agencies;

- Work closely with the class and school team to contribute to effective joint working within assessment procedures.

### **Curriculum Development**

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development.

### **Leading and developing**

- Develop a holistic approach to meeting special educational needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.
- Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
- Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.
- Establish good relationships with families to promote pupils' learning and development.
- Contribute to the development and implementation of Education, Health and Care plans for individual pupils.
- Establish therapeutic relationships with pupils and interact with them according to individual needs.
- Provide support in the delivery of specialist interventions, taking a lead where appropriate.

### **Pastoral Duties**

- Promote the general progress and well-being of individual pupils.
- Alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents, other staff and outside agencies about the welfare of individual pupils;

### **Other Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;

- Establish effective working relationships and set a good example through presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- Contribute to the ethos of the school and trust through effective participation in meetings and management systems;
- Develop and enhance expertise in supporting pupils with special educational needs by attending training and working alongside relevant internal and external professionals such as therapists.
- Carry out administrative tasks and attend meetings as required by Senior Leadership Team;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- Take an active part in any residential school visits, if required.
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors and trustees;
- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work;
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. Report any concerns to the appropriate person.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

**This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced**

disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks



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**Job Specification:**  
**Class Teacher**

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**LOCATION:** The Link School- Primary Site

**REPORTS TO:** The Principal, The Link School

|                                                                                   |   |
|-----------------------------------------------------------------------------------|---|
| <b>Education</b>                                                                  |   |
| Qualified Teacher Status                                                          | E |
| Experience and/or qualifications in SEN/and or ASD education                      | D |
| <b>Experience</b>                                                                 |   |
| Experience of working with children with special education needs                  | E |
| Experience of working with children with speech, language and communication needs | D |
| Experience of working with children with complex autism                           | D |
| <b>Skills and Abilities</b>                                                       |   |
| Ability to set high expectations which inspire, motivate and challenge pupils     | E |
| Ability to teach primary age children effectively                                 | E |

|                                                                                                                                                                             |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Knowledge of programmes designated to help children with ASD and/or speech and language difficulties including pre-verbal learners                                          | D |
| Ability to promote good progress and outcomes by pupils                                                                                                                     | E |
| Ability to prepare appropriate schemes of work                                                                                                                              | E |
| Ability to organise an efficient and effective classroom for children with complex learning needs                                                                           | D |
| Ability to assess and record the progress and attainment of each pupil                                                                                                      | E |
| Ability to formulate and implement individual programmes of study                                                                                                           | E |
| Ability to demonstrate good subject and curriculum knowledge                                                                                                                | E |
| Ability to plan and teach well-structured lessons                                                                                                                           | E |
| Ability to adapt teaching to respond to the strengths and needs of all pupils                                                                                               | E |
| Ability to make accurate and productive use of assessment                                                                                                                   | E |
| Ability to manage behaviour effectively to ensure a good and safe learning environment                                                                                      | E |
| Ability to fulfil wider professional responsibilities                                                                                                                       | E |
| Ability to communicate and work effectively in a multi-disciplinary school team including parents/guardians and other external agencies                                     | E |
| Ability to demonstrate an effective level of ICT skills                                                                                                                     | E |
| Ability to incorporate ICT within planning and teaching                                                                                                                     | E |
| Ability to deploy Support Assistants effectively                                                                                                                            | E |
| Ability to organise and deliver INSET as appropriate                                                                                                                        | D |
| An understanding of Safeguarding practice within a school environment                                                                                                       | E |
| Ability to reflect upon practice and take ownership of continuing professional development                                                                                  | E |
| Ability to demonstrate effectiveness in promoting equality and diversity in teaching, managing the learning environment and challenging discriminatory behaviour attitudes. | E |
| Ability to remain motivated even when under pressure, to ensure that a high standard of service to stakeholders is maintained.                                              | E |
| A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging.                                                          | E |

**D = desirable attribute E = essential attribute**

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.