



JOB DESCRIPTION

School: Addington School	Location: Woodley, Main Site and Early Years Centre, Farley Hill
Job Title: Class Teacher	Grade/Salary Range: MPR/UPR plus SEN Allowance

JOB PURPOSE

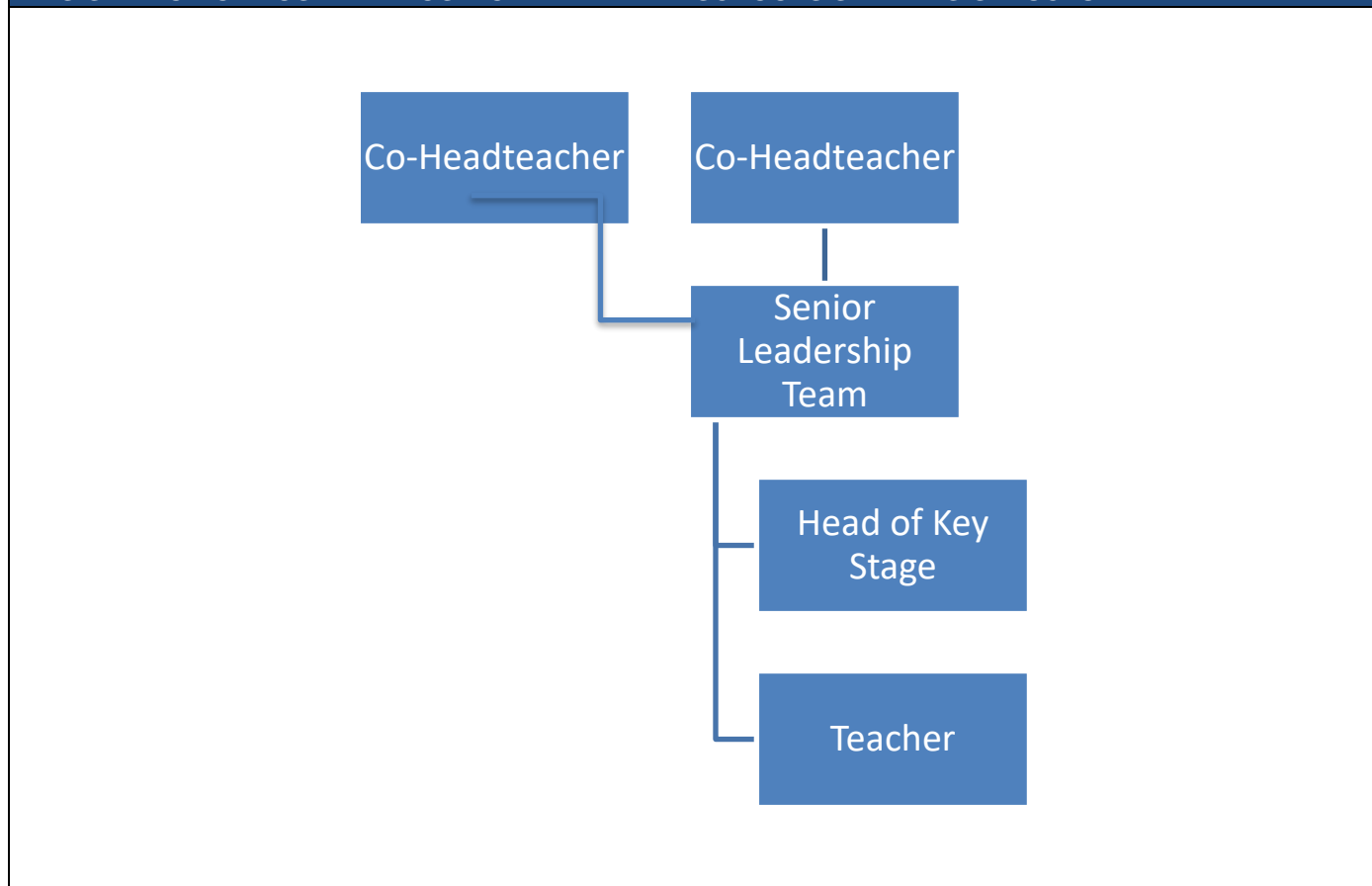
The job description concerns:

- a) Responsibilities required of a class teacher in relation to the teaching of pupils with an Education, Health & Care Plan
- b) Wider school responsibilities

NOTE

The Class Teacher will be based at Woodley (main site) or Farley Hill (Addington Early Years Centre). Training/INSET days are predominantly held at the main site in Woodley. Teachers may be asked to work at either site, with notice.

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

To meet the Teachers' Standards 2012 which set the minimum requirements for a teacher's conduct and practice and be subject to the National conditions of employment set out in the current School Teachers' Pay and Conditions Document

To promote equality as an integral part of the role and to treat everyone with fairness and dignity

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role

To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.

a) Class Teacher responsibilities:

You will be required to:

- Support the SLT in matters of the school policy
- Ensure on-going assessment of pupils' work and abilities through comprehensive and detailed record keeping and where required moderated work in line with school guidance
- Provide suitably differentiated work to meet the individual needs of pupils in your teaching groups.
- Write annual reports, Annual Reviews and any other reports required by the Headteacher
- Attend Parents Evenings, Annual Review meetings and other department meetings
- Attend weekly meetings outside school hours relating to the work of the Department
- Establish and maintain contact and good working links with parents
- Maintain good discipline within the parameters set down within school guidelines
- Establish and maintain good relationships with support staff working in the classroom
- Work, as required, in close co-operation with other staff in the Department
- Contribute to the design and provision of an engaging, challenging curriculum
- Contribute to the decision making process within school and be actively involved in the implementation of school action plans
- Where required work in partnership with other professionals as part of a multi-disciplinary team
- Be responsible for your own professional development and utilise CPD on offer
- Report any safeguarding concerns to DSL or Deputy DSLs

b) Wider School Responsibilities

You will be required to:

- Be an active and involved member of the school
- Support the Headteacher in all matters of school policy
- Work for the advancement and development of the whole school being particularly aware of those problems, both organisational and administrative, which might affect the daily routine
- Show a sense of responsibility for all pupils within the school in all matters of welfare and discipline
- Attend staff meetings outside school hours or any other meetings, which the Headteacher considers to be important, not exceeding teacher directed hours
- Contribute to the decision making process within the school and be actively involved in the implementation of school action plans
- Work, where appropriate, in close co-operation with staff from other Departments
- Support the school's Outreach service in a way that is appropriate to your skills and abilities



PLEASE NOTE

Working with Special Educational Needs students requires a particular understanding and appreciation of the individuals' needs and circumstances. The students that attend our school all require a greater degree of support due to their physical, learning and/or communication needs. They face significant challenges when accessing the world around them and it is our role as professionals to facilitate and enhance their experience. A broad spectrum of training will be provided on how to support the particular needs of our students.

The work will necessarily involve sitting at low tables, on the floor and may involve the manual handling of students. The environment is designed to be accessible to all, however there may be times when it is noisy and busy.

In some cases, students may display behaviours that challenge. On rare occasions these behaviours may result in verbal aggression and/or physical assault/violence towards staff.

It should be understood that this is a response to the world around them and their challenges interacting with it. We acknowledge that this can be challenging for staff and is therefore emotionally and physically demanding. We promote a culture of wellbeing for all and as staff your needs are included in this. To ensure that your emotional, physical and spiritual needs are also met, you will be able to access training, coaching and counselling services as required.

This is not an exclusive or exhaustive range of responsibilities, rather an indicative list. You may be required to carry out further duties as reasonably required and commensurate with the position.

SCOPE OF JOB (Budgetary / Resource control, Impact)

Employee Signature:

Print Name:

Date:

PERSON SPECIFICATION

Job Title:	Class Teacher
Reports to (job title):	Head of Key Stage

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E / D?
<p><u>Qualifications and Experience</u></p> <ul style="list-style-type: none"> • Qualified Teacher with a passion for working with pupils with special needs • Experience / training in working with pupils in the primary phases or Early Years • Teaching experience of pupils with SEND in either mainstream or special school setting • Ability to promote high standards or behaviour amongst pupils and respect for others • Excellent written and verbal communication skills • Competent ICT skills • Knowledge and understanding of current educational legislation and initiatives 	<ul style="list-style-type: none"> • E • E • D • E • E • E • E
<p><u>Knowledge, Skills and Abilities</u></p> <ul style="list-style-type: none"> • Passion for excellence and the capacity to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work • Commitment and positive attitude towards the education of pupils with Special Educational Needs and Disability (SEND) regardless of age, ethnicity, gender or disability • Determination to make learning exciting, relevant and fun • Ability to motivate and work co-operatively within a friendly but hard working team • Good organisational skills • Good analytical skills combined with a flair for innovative, strategic thinking • Energetic and positive approach • Awareness of the needs of parents/carers and willingness to form productive relationships with them • Ability to provide high quality planning, assessment and recording • Ability to liaise with teaching and support staff and work alongside the multi professional team • Knowledge of and the commitment to develop the social, emotional and educational needs of children and young people • Ability to evaluate and respond to situations which could endanger the welfare of children and young people physically or emotionally • Committed to personal and professional development • Understanding of the safeguarding needs of children and young people with SEND 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • E • E

<ul style="list-style-type: none"> • Ability to lead and galvanise their team in the classroom • Ability to collaborate with staff from other schools (mainstream and special) • Commitment to undertaking a detailed induction programme if necessary • Commitment to undertake additional training relevant to the post • Firm understanding of how to teach a relevant curriculum for pupils with learning difficulties • Sound literacy, numeracy and IT skills • Ability to make use of ICT to support pupils' learning • Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings • Good planning and organisational skills • Ability to motivate and encourage pupils • Ability to lead staff in the classroom on a daily basis 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E • E • E • E • E
<p><u>Work-related Personal Qualities</u></p> <ul style="list-style-type: none"> • Flexible and adaptable • Confident in a variety of situations • Able to work independently and as part of a team • Effective communicator • Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children • Being a reflective and self-evaluating practitioner • Passion for excellence and the capacity to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work 	<ul style="list-style-type: none"> • E • E • E • E • E • E • E
<p><u>Other Work-related Requirements</u></p> <ul style="list-style-type: none"> • Suitability to work with Children • DBS Check • Patient and resilient • Willing to attend evening meetings as required • Willing to attend training, including intervention training, and implement actions • Able to manage the physical aspects of working with children with SEN • Driving licence • Ability to travel between both school sites when required 	<ul style="list-style-type: none"> • E • E • E • E • E • E • D • E