

Job Description for the Post of Class Teacher, Bedelsford Chaucer Centre

Job Purpose:

We are seeking a dedicated and passionate Class Teacher to join the team at our new satellite site. The successful candidate will play a pivotal role in delivering personalised and inclusive education to students who have a range of moderate to severe learning difficulties and complex needs. This is likely to include Speech Language and Communication Needs and may also include Autism Spectrum Conditions and other associated areas of need.

Key Responsibilities:

1. Core Teaching & Learning Responsibilities

- Curriculum Planning & Delivery- Design and deliver engaging, personalised lessons tailored to the diverse needs of students with SEND.
- Differentiation – Adapt teaching strategies, resources, and learning activities to ensure all students, regardless of ability, can access and engage with the curriculum effectively. Provide appropriate support to meet individual learning needs.
- Developing Life & Functional Skills - Support students in gaining independence through functional literacy, numeracy, and life skills activities.

2. Student Assessment & Progress Monitoring

- Formative & Summative Assessment: Regularly assess student progress using a range of methods, including observational assessment and standardised tools.
- Education, Health, and Care Plan (EHCP) Tracking: Monitor and evaluate progress against EHCP outcomes, ensuring interventions are effective and targets are met.
- Data-Informed Teaching: Analyse assessment data to adapt teaching strategies and ensure continuous student progress.
- Student-Centred Goal Setting: Work collaboratively with students, parents, and support staff to set and review learning objectives

3. Classroom & Behaviour Management

- Positive Behaviour Support (PBS): Implement behaviour support plans and positive reinforcement strategies to promote engagement and self-regulation.
- Structured Learning Environment: Establish clear routines, expectations, and adaptive learning spaces to support student well-being.
- Sensory & Emotional Regulation: Utilise sensory-friendly strategies and therapeutic interventions to support students with complex needs.
- Social & Communication Skills Development: Foster social interaction, communication, and emotional well-being through structured activities and peer engagement.

4. Collaboration & Multi-Agency Working

- Multi-Disciplinary Team Collaboration.
- Teaching Assistant (TA) Supervision: Provide guidance, training, and effective deployment of TAs to maximise student support.
- Parental & Caregiver Engagement: Maintain strong, open communication with parents through regular updates, meetings, and collaborative goal setting.
- Professional Development: Engage in continuous professional learning, attending SEND specific training and CPD opportunities.

5. Safeguarding & Student Well-being

- Child Protection & Safeguarding: Uphold safeguarding procedures, ensuring the safety and welfare of all students.

- Health & Medical Needs Support: Work alongside medical professionals to accommodate students' health requirements.
- Promoting Inclusion & Diversity: Foster an inclusive culture that values diversity and encourages student participation in all aspects of school life.

5. School and Community Engagement

- Whole-School Contributions: Participate in school initiatives, events, and extracurricular activities that enrich student experiences.
- Transitions & Pathways Support: Prepare students for transitions within school and into further education, training, or supported employment.
- Advocacy for SEND Best Practices: Actively contribute to the school's mission of promoting high-quality SEND education and inclusive learning.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

Person Specification for the Post of Class Teacher, Bedelsford Chaucer Centre

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Qualified Teacher Status (QTS) or equivalent	Essential
	A degree in education or a relevant subject area	Essential
	Evidence of ongoing professional development in SEND or inclusive education	Essential
	Additional qualifications or specialist training in SEND	Essential
	Training in Positive Behaviour Support (PBS), Team Teach, or other de-escalation and behaviour management techniques	Desirable
Teaching Experience & Knowledge	First Aid and/or medical training relevant to SEND settings	Desirable
	Proven experience teaching students with SEND	
	Strong knowledge of differentiated instruction and adaptive teaching strategies	Essential
	Experience in planning and delivering a broad and balanced curriculum that meets individual needs	Essential
	Understanding of Education, Health, and Care Plans (EHCPs) and how to implement them effectively	Essential
	Familiarity with assessment frameworks for students with SEND, including informal and formal methods	Essential
	Experience working in a special school or specialist provision	Desirable
	Experience of working within a multi-disciplinary team, including therapists and external agencies	Desirable
	Knowledge of sensory processing and strategies to support students with sensory needs	Desirable
Understanding of alternative communication	Desirable	
Skills & Abilities	Ability to create an inclusive, engaging, and structured learning environment for students with SEND	Essential

	Strong classroom management skills, including the ability to implement positive behaviour support strategies	Essential
	Excellent communication skills, both written and verbal, to effectively liaise with students, staff, parents, and external professionals	Essential
	Ability to work collaboratively as part of a multi-disciplinary team to support student progress and well-being	Essential
	Creativity, flexibility, and problem-solving mindset to adapt to the varying needs of students	Essential
	Strong organisational and time management skills	Essential
	Ability to lead and develop a team of Teaching Assistants to maximise student support	Desirable
	Proficiency in using technology and assistive learning tools to enhance student engagement	Desirable
Personal Qualities & Attributes	A commitment to safeguarding and promoting the welfare of children and young people	Essential
	Passionate about SEND education and making a difference in the lives of students with additional needs	Essential
	Resilient, patient, and able to remain calm under pressure.	Essential
	Empathetic and compassionate, with a child-centered approach to teaching and learning	Essential
	A proactive and positive attitude towards professional development and school improvement	Essential
Safeguarding & Commitment to Inclusion	A thorough understanding of child protection and safeguarding procedures	Essential
	Commitment to promoting equality, diversity, and inclusion in the classroom	Essential
	Willingness to undertake an enhanced DBS check and other pre-employment safeguarding checks	Essential

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*