**Job description: Primary Job Description**

Larwood Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job details**

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| Grade and salary | MPS/ UPS with TLR & SEN Allowance |
| Hours/weeks | 32.5 hours/52.14 weeks |
| Contract type | Probationary to permanent |
| Reporting to |  |
| Responsible for |  |
| Last updated | 23rd March 2023 |

**Main purpose**

To carry out the duties of a schoolteacher as set out in the School Teachers’ Pay and Conditions Document 2017 or its successor documents.

**Key Accountabilities:**

To be responsible for the delivery and development of teaching and learning for a class of 8/9 children with an EHCP for SEMH, ensuring that each pupil realises at least good achievement, in accordance with the professional duties of a qualified teacher detailed within the current Teachers’ Pay and Conditions Document and the Teacher Standards.

**Duties and responsibilities**

**Teaching and Learning**

Oversee the day to day operation of the SEMH classroom base

* To establish, maintain and model strong positive relationships with all pupils based on mutual respect, trust, high expectations and unconditional positive regard.
* To identify the academic learning needs of each pupil and plan a curriculum that addresses the needs identified and is ambitious, relevant and inspiring for the learners.
* To have pastoral and lead professional responsibility for assessing, planning, implementing and reviewing targets linked to each pupils education health and care plans.
* To plan for opportunities for pupils to work alongside their peers in the mainstream and support them to be successful in doing so.
* To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer.
* To work with colleagues to design and implement pupils' positive behaviour support plans.
* To use resources effectively to bring about improved standards of engagement and achievement for all learners.
* To devise and apply criteria for evaluating success with pupils who experience SEMH needs which impact upon their learning and enable them to access the curriculum.
* To take responsibility for tracking pupil progress and for collecting and monitoring data to support teaching and learning.
* Ensure effective systems of communication, including feedback about children’s learning to inform future planning.
* To take an active role in encouraging good attendance of pupils by working with parents and carers
* Routinely plan, deliver and evaluate high quality lessons taking account of pupils prior attainment and age related expectations.
* Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Develop and manage appropriate intervention strategies that support such progress.
* Lead the adaptation of teaching by directing the use of additional adults to ensure the needs of all our pupils are met.
* Assess regularly and accurately in line with the Academy’s policy in order to ensure pupils make good or better progress.
* Be accountable and aspirational for the outcomes of all pupils in the class and ensure that almost all pupils achieve in line with school expectations for both progress and attainment.

**Behaviour Management**

* Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident.
* Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
* Manage student behaviour in the classroom and on school premises, and applying appropriate and effective behaviour management strategies
* Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage all staff and students to follow this example.

**Multi-disciplinary working**

* To form professional working relationships with all staff in school and with external agencies who contribute to the child’s care and educational needs.
* To be aware of the organisation and content of areas of specialisation within the school so as to be able to liaise and work effectively with colleagues.
* Where appropriate, to communicate and cooperate with persons and bodies outside the school in accordance with school and company policy.
* To form effective and productive working relationships with parents and carers as appropriate.
* To promote actively the school and company corporate policies.
* To ensure the effective / efficient deployment of pastoral & learning support.
* Participate in meetings, parents' evenings and whole school training events.
* Liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers and therapists.

**Continuing Professional Development**

* To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in relevant areas including subject knowledge and teaching methods.
* To engage in the Appraisal Review process.
* Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

**Other**

* Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
* To work as a member of the staff team to contribute positively to effective working relationships within the school.
* To carry out such other duties as could be expected of the schoolteacher in a Special School.
* To undertake any other duties as specified by the Headteacher not mentioned above.

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| **Person Specification** | |
| Criteria | Essential – E  Desirable - D |
| **Desirable** | |
| * Teaching qualification and Qualified Teacher Status (QTS) * Good Honours Degree * Further relevant training in special educational needs | D  D  D |
| **Knowledge and Experience** | |
| * Proven track record of outstanding teaching * Teaching students with SEND * Working with children and families from a variety of cultural backgrounds * Good understanding of curriculum developments * Theoretical knowledge and experience of behavioural management and therapeutic approaches * Managing SEMH students with complex and challenging behaviour * Experience of working as part of a multi-disciplinary team | D  D  E  E  E  D  D |
| **Skills and Abilities** | |
| * Knowledge and application of a range of teaching and learning strategies * Excellent classroom practice / presence * Evidence of effective behaviour management strategies * Good communication skills * Competence with ICT * Demonstrated ability to relate well to parents and other agencies | E  E  E  E  E  E |
| **Personal Attributes** | |
| * Enthusiasm and drive for working in a SEMH school * Ability to work independently and collaboratively as a member of a team * Reliability and integrity * Effective organisation and planning skills * Creativity in problem solving and a willingness to try new approaches * Ability to promote the positive image of the school * Self-motivated and able to work unsupervised * Willing & quick to learn new skills & procedures * Excellent health and attendance record * A positive and flexible attitude to work * A commitment to equality and diversity * Good sense of humour | E  E  E  E  E  E  E  E  E  E  E  E |

*Any other duties or reasonable instructions that are appropriate to the level of the post.*