**JOB PROFILE**

**POST TITLE:** Full Time Teacher for Early Recovery Class

**LOCATION:** Surrey Teaching Centre at The Children’s Trust, Tadworth Court

**ACCOUNTABLE TO:** Headteacher, Becky Heaton

**SALARY:** MPS + 1 SEN point

# **Job Purpose**

To be an effective professional and classroom teacher who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for their own professional development and has pupils who achieve well. Initially to teach in a class for pupils working in Early Recovery following a brain injury.

**Principal Accountabilities**

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics maintain Teaching Standards, and in particular will:

* Plan and deliver exciting lessons
* Engage and motivate pupils
* Improve the quality of pupils’ learning
* Inspire trust and confidence in pupils, parents and colleagues
* Know that safeguarding and promoting the welfare of children is everyone’s responsibility and teachers have a duty to keep children safe in education
* Build team commitment with colleagues and in the classroom
* Promote the wider aspirations and values of the school
* Contribute to the school’s development planning and promote the learning priorities of the school
* Contribute to the development and implementation of school policies
* Use the appraisal process to advance pupil learning and enhance professional practice in line with the school’s priorities

**Areas of Responsibility and Key Tasks**

**a) Planning, Teaching and Class Management**

* Teach allocated pupils by planning their teaching to achieve progression of learning
* Plan for progression designing effective learning sequences within lessons and across series of lessons that are effective and consistently well matched to learning objectives and the needs of the learners
* Be responsible for the designated classroom and associated resources
* Deploy support staff or class helpers effectively
* Set clear targets that are both realistic, measurable and build upon prior knowledge or attainment
* Have a good working knowledge of and use an appropriate range of teaching strategies and resources to meet learners’ needs
* Understand and apply effective behaviour management techniques and strategies
* Implement and keep records on individual education plans (IEPs)
* Have a good knowledge of other statutory requirements related to pupils’ education or welfare
* Keep up to date with research and developments in pedagogy and curriculum content

**b) Monitoring, Assessment, Recording, Reporting**

* Be responsible for the processes of identification, assessment, recording and reporting for the allocated group of pupils
* An up to date knowledge and well-informed understanding of assessment requirements
* Compile reports on progress providing accurate and constructive information
* Report on progress to all stakeholders
* Use a range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and diagnosing need
* Communicate effectively with parents and carers about attainment, objectives, progress and well-being, and encourage their participation in the communication process
* Contribute towards the implementation of IEPs, planning and recording the appropriate targets, actions and outcomes
* Assess pupils’ work systematically and use the results to inform future planning, teaching and curricular development

# **c) Team working and collaboration**

* Work as a team member and identify opportunities for working with colleagues
* Contribute to the professional development of colleagues
* Provide support, advice and feedback to others
* Establish effective working relationships with colleagues within school and from outside agencies
* Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people
* Organise class participation in school events

# **d) Professional characteristics**

* In conjunction with the headteacher, participate in appraisal and improve practice through appropriate professional development and relevant training and development opportunities
* Take a creative and constructive response to innovation, coaching and mentoring, and adapt practice where benefits and improvements are identified
* Review the effectiveness of teaching practice and the impact of feedback upon the progress of learners

**e) Other Professional Requirements**

* Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work
* Contribute to the development, implementation and evaluation of policies and practice and operate at all times within the stated policies and practices of the school
* Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children
* Assist in the maintenance of good discipline in and around the school, and set a good example in personal conduct and appearance
* Cover for absent colleagues as is reasonable and in line with present government regulations
* Attend meetings within the constraints of directed time
* Consider pupils’ welfare as paramount, and take action in accordance with the duty of care for pupils
* Know the current legal requirements, national policies and guidance on the safeguarding and the promotion of the well-being of children and young people
* Know how to identify potential child abuse and follow the relevant safeguarding procedures
* Record and report any accidents and incidents in line with the school’s policies and practice
* Communicate and consult with parents and carers including those for whom English is an additional language
* Communicate and consult with professionals supporting pupils and their families
* Participate in meetings arranged for any of the purposes described above

## PERSON SPECIFICATION

### QUALIFICATIONS

1. Qualified teacher status
2. Evidence of further professional study in relation to pupils with special needs is desirable but not essential.

3. Enhanced DBS.

**EXPERIENCE**

1. Experience of working with pupils with special educational needs is desirable but not essential.
2. Experience of working as part of a team.

**KNOWLEDGE**

1. Knowledge of how the National Curriculum can be differentiated for pupils with SEN.
2. Knowledge of legislation in the field of education & special educational needs.
3. Knowledge & experience of devising/monitoring programmes, in assessment, recording and reporting.
4. Knowledge & experience of team membership.

**SPECIFIC SKILLS**

1. The ability to teach, advise and assess.
2. The ability to work within a multidisciplinary setting and establish trusting relationships within the team.
3. The ability to communicate effectively

4. Sound knowledge of ICT and how to use it to drive forward pupil progress

**PERSONAL QUALITIES**

1. Confident and calm personality.
2. Creative, dynamic approach.

3. Proactive and flexible to changing needs.
3. Enthusiasm for developing knowledge and skills in working with pupils with acquired brain injury.
4. The willingness to work as part of a wider team, incorporating advice from other professionals.
5. The ability to communicate effectively.
6. Willingness to participate in the development of the Surrey Teaching Centre.

**OTHER FACTORS**

1. A commitment to Equal Opportunities