



Class Teacher Job Description

Service: Oakleigh School

Job Title: Class Teacher

Grade: MPS 1-UPS 3 + 1 SEN point (dependent on experience)

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days and any other functions or meetings required.
- To work alongside and liaise with your senior leader to ensure highly effective teaching
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.
- Work with and support parents /carers
- Manage your class team to ensure highly effective teaching strategies are used across the day
- Liaise with the multi – disciplinary team within the school to promote effective outcomes for children

Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
 - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
 - Develop use of key strategies that promote effective teaching
 - Setting goals that meet the learning needs of the children who have severe and complex needs
 - Demonstrating consistently the positive attitudes, values and behaviour strategies required for the children as outlined in their behaviour policy
- Promote good progress and outcomes for pupils by:
 - Being accountable for pupils' attainment, progress and outcomes.
 - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.

- Consistently reflect on the progress made and the children’s emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of school curriculum, fostering and maintaining pupils’ motivation to learn and progress
 - Demonstrating a critical understanding of developments in complex SEND
 - Demonstrating an understanding of and taking responsibility for promoting high expectations for all pupil’s
 - Demonstrating a clear understanding of appropriate teaching strategies for teaching and learning
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and children’s intellectual curiosity.
 - Liaising with Family support worker and families to ensure effective strategies working at school can be implemented at home
 - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
 - Contributing to the design and provision of an engaging curriculum within the areas of communication, cognition and learning, social and emotional development and physical development
- Adapt teaching to respond to the strengths and needs of all pupils by:
 - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - Having a secure understanding of how the pupils complex SEND impact on their ability to learn, and how best to overcome these.
- Make accurate and productive use of assessment by:
 - Using the assessment process within the school to baseline and plan next steps for the pupil’s
 - Making use of formative and summative assessment to monitor pupils’ progress.
 - Using the assessment tool to monitor progress, set targets, and plan subsequent lessons.
 - Ensure learning Support staff understand the learning needs of the pupils and how best to support them
 - Gather evidence of learning by importing into Tapestry so parents/ carers can see their child’s progress
 - Write a report for the Annual Review of the EHCP and regularly review and update learning outcomes in each pupil’s Personal Learning Plan
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear strategies that effectively support appropriate behaviour by liaising with the behaviour coordinator and being confident to input into the behaviour plan for the pupil
 - Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
 - Maintaining positive relationships with pupils, exercising appropriate strategies, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wider life and ethos of the school.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploying support staff effectively.
 - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicating effectively with parents with regard to pupils’ achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
 - Having regard for the need to safeguard pupils’ wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers’ professional duties and responsibilities.

Organisation

- To be equipped to plan and deliver effective teaching to the pupils
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the learning needs of the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that they are in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of the curriculum in the school, e.g. through creating displays of pupils’ work.
- Carry out additional tasks as reasonable expected under the direction of the Headteacher.

Teacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none">• QTS.• A degree level Qualification	
Skills and experience	

Essential		Desirable	
<ul style="list-style-type: none"> • At least <u>two</u> years of experience teaching within a school environment or, for early career teachers, work or voluntary experience in a comparable environment. • Organising and participating in extracurricular activities. • Conducting assessments, keeping records and producing reports on pupils. • Implementing safeguarding procedures in schools. 		<ul style="list-style-type: none"> • Experience teaching pupils with severe and complex needs • Understanding of AAC systems to support communication • An Understanding or training in PECS, TEACCH, SCERTS, Intensive interaction 	
Knowledge			
Essential		Desirable	
<ul style="list-style-type: none"> • A clear understanding and some experience of working with children with severe and complex needs • An ability to use different teaching methods and adapt to cater for pupils' different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning. 		<ul style="list-style-type: none"> • An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource management and deployment. 	
Personal traits			
The successful candidate will be			
<ul style="list-style-type: none"> • Punctual, with a good attendance record. • An excellent communicator, verbally and in writing. • Organised. • An excellent time manager. • Hardworking, with high expectations of themselves and their professional standards. • Committed to CPD. • Willing to work with our supportive learning mentors to ensure highly effective learning for all pupils 			

- **Able to work both independently and as part of a team.**
- **Able to maintain successful working relationships with other colleagues.**
- **Able to plan and resource effective interventions to meet curricular objectives.**
- **Driven and energetic.**

The successful candidate may also be

- **Committed to the value and promotion of the school curriculum**
- **Dedicated to promoting their professional development, and that of others.**
- **Able to promote good behaviour consistently.**
- **Able to plan and take control of situations.**
- **Committed to contributing to the wider school and its community.**
- **Able to effectively promote the school's ethos and vision.**
- **Capable of handling the workload and successfully prioritising work.**
- **Professionally assertive and clear thinking.**
- **Able to work flexibly, attending morning and evening meetings, in addition to managing the workload.**