



CLASS TEACHER JOB DESCRIPTION

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| School Name: | Parkwoodhall Co-operative Academy |
| Job Title: | Class Teacher for Pupils with Moderate to Severe SEND |
| Reports To: | Assistant Principal |

Parkwood Hall is a day school for pupils aged 8-19 years with moderate to severe learning difficulties, and other diverse and complex needs. The pupils here are an inspiration to us all.

Parkwood Hall aims to provide an inclusive learning environment which challenges pupils to achieve success and to thrive. Our co-operative values are important to us, especially honesty, openness, social responsibility and caring for others. They underpin the way we do things here at Parkwood Hall. We are committed to providing a learning environment and learning pathway that enables all our pupils to achieve the best they can be and help prepare them for adult life so they can live as independent a life as possible. We have a highly skilled team of professionals including teachers and teaching assistants, speech and language therapists, occupational therapists, Positive Support Behaviour practitioners, school nurses and residential staff.

Role Summary:

Plan, implement, assess and review learning opportunities for a class group, ensuring pupils make good progress. The Teacher will deliver a high-quality curriculum that is bespoke to Parkwood Hall.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Key Tasks and Activities:

- Provide Teaching and Learning at a high standard.
- Lead and manage all support staff within the class group so that staff feel well supported, trained, and perform their roles at the highest level.
- Monitor and improve the quality of teaching and learning within the class group leading to improved rates of pupil progress.
- Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.
- Ensure all staff within the class group implement all school policies and procedures leading to effective safeguarding of pupils in all aspects of school life.
- To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.

- Be a reflective practitioner and take account of the school's strategic vision to develop own self.
- Have the ability to analyse pupil progress data in a variety of formats.
- Ensuring that the environment is safe and secure, meeting the needs of the curriculum, staff, pupils, visitors and Health & Safety regulations.
- Ensuring effective communications within the whole school community.
- Be an active member of a range of school-based activities.
- To ensure that deadlines are met consistently.
- To ensure that you are continuously open to growth within academy.

Strategic direction and development of provision – with the support of, and under the direction of the Assistant Principal to:

- Ensure all pupils have access to a broad, balanced and relevant curriculum.
- Devise and promote plans to ensure the needs of all pupils with SEND are met.
- Regularly monitor progress against targets for pupils by accurate assessment and planning and delivering high quality teaching.
- Ensure that all statutory requirements for pupils are adhered to.
- Keep up to date with relevant local and national information relating to pupils with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils are enabled to share their views and that these are acted upon appropriately.
- To maintain accurate assessments and records of children's progress, using them to inform planning and set the next steps in their development, reporting progress to parents/carers and school leaders as necessary.

Teaching and Learning

- Be an excellent teacher.
- Be able to work with pupils with a range of complex and severe needs.
- Be able to promote pupil independence and preparing for adulthood.
- A good understanding of how children learn
- Ability to adapt teaching to meet pupils' needs
- Ability to build effective working relationships with pupils

- Support pupil transition including the development of highly effective induction and exit arrangements.
- Promote high standards of behaviour through adopting a Positive Behaviour Support approach and support the development of appropriate behaviours for learning.
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge

Recording, Assessment and Reporting

- Set targets for raising achievement.
- Manage a range of data and information on individual pupils and groups from a range of assessment tools and for a range of stakeholders.
- Contribute to the Annual Review process and to ensure that all reports are accurate, of high quality and available for all stakeholders in a timely manner.
- Provide high quality information to parents and carers keeping them informed about their children's progress.
- Increase rates of pupil progress.
- Improve the quality of teaching following feedback and self-reflection.

General responsibilities:

- To maintain confidentiality in all aspects of Parkwood Hall Co-operative Academy. The nature of the working environment entrusts people with confidential information. Any breach of this confidentiality will constitute gross misconduct.
- To co-operate with all Parkwood Hall Co-operative Academy staff in maintaining good relationships with outside agencies and the general public in order to promote and uphold the school's image.
- To perform any other duties as are within the scope, spirit and purpose of the position as requested by the Principal.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Being able to work effectively with class based support staff working with pupils that

face barriers to their learning.

- Provide high quality lessons and interventions.
- Meet regularly with parents, carers and other stakeholders to ensure that pupils needs are being met.
- Ensure that any statutory functions for pupils with SEND are completed in good time and are of high quality.
- Work closely with the Assistant Principal for your phase to ensure that provision is of the highest quality and that support is closely monitored and evaluated.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

Skills & Abilities:

- Evidence of effective classroom practice with pupils with profound, severe and complex needs.
- Able to demonstrate the ability to use technology to support pupil's learning and for administration purposes.
- Awareness of successful strategies to support pupil communication through early literacy, numeracy and personal development.
- Experience in assessment for learning.
- An empathetic colleague who identifies the need for support and then takes discreet but appropriate action.
- A high level of commitment to school development, improvement and inclusive practice.
- The ability to set clear expectations and parameters and hold others accountable for performance.
- Ability to use data to analyse pupil progress.
- The ability to build and manage relationships constructively with a wide range of pupils, adults and professionals.
- Very well-developed personal organisation skills in order to meet the many and varied elements of the role.
- The ability to lead and work as a member of a team in a variety of roles.
- Emotional maturity and resilience.
- Consistency under pressure.
- Ability to use authority and able to respond appropriately.

| Person Specification – Class Teacher for Pupils with Moderate to Severe SEN | |
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| Qualifications | <p>Essential</p> <ul style="list-style-type: none"> • DFE Qualified Teacher Status • Relevant experience which must include a proven track record of effective, high-quality classroom teaching. • Experience of monitoring, tracking and being accountable for the progress and achievement of pupils. • Experience of successful working with pupils with SEND. • Experience of working collaboratively within a team approach. <p>Desirable</p> <ul style="list-style-type: none"> • Experience of leading successful classroom team/s and initiatives. |
| Knowledge and Skills | <ul style="list-style-type: none"> • In depth knowledge of the components which lead to effective, high-quality classroom teaching. • Knowledge of needs and pupils' abilities arising from a range of SEND. • Knowledge of equipment and resources to support pupils learning. • Knowledge of strategies to promote inclusion within the classroom • Good interpersonal skills • Excellent oral/written communication skills |
| Competencies | <ul style="list-style-type: none"> • Ability to liaise effectively with parents/carers and other professionals. • Ability to adapt readily to change and work across a variety of situations. • Ability to inspire confidence in pupils and colleagues. • Ability to use initiative and work independently. • Ability to work under pressure, prioritise tasks and meet deadlines. <p>Desirable</p> <ul style="list-style-type: none"> • Ability to offer support & training. |
| Professional Development | <ul style="list-style-type: none"> • Take part in the school's appraisal procedures • Take part in further training and development in order to improve own teaching • Take part in the appraisal and professional development of others, where appropriate |
| Other requirements | <ul style="list-style-type: none"> • To be organised and structured to support pupils learning. • To be approachable, flexible, friendly and calm. • To adopt a positive, enthusiastic and empathic approach. • Willingness for improving knowledge and practice in the field of SEND. • Contribute to whole school aims, policies and |

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| | <p>practices.</p> <ul style="list-style-type: none"> • Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. • Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. • Ability to listen to stakeholders and understand their needs. • Ability to tailor your approach to each conversation in order to be respond to the stakeholder clearly and appropriately, even in complex situations. |
| General Information: | |
| Equality of Opportunity | <ul style="list-style-type: none"> • As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. • Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors. |
| Confidentiality and Data Protection | <ul style="list-style-type: none"> • To treat all information acquired through employment, both formally and informally, in strict confidence. • To be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this. |
| To contribute as an effective and collaborative member of the school team | <ul style="list-style-type: none"> • Any other duties as reasonably required by any manager and/or leader of the school. • Participating in the ongoing development, implementation and monitoring of the school plans. • Attend regular meetings as required and make a positive contribution during meetings. |
| Child Protection and Safeguarding | <ul style="list-style-type: none"> • Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies • Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary • Promote the safeguarding of all pupils in the school • To be alert to issues of child protection ensuring that the welfare and safety of children attending Parkwood Hall Co-operative Academy is promoted and safeguarded and to report any child protection concerns to the Designated Safeguarding Lead using safeguarding policies, procedures and practice. • Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed. • Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection |