JOB DESCRIPTION FOR CLASS TEACHER

Name:	**Starting Date:**
Salary Grade: MPS / UPS + SEN point (to be negotiated)	**Status of Post:** Permanent – Full-time
Responsible to: Deputy Headteacher to Head Teacher	**Review Date:**
Responsible for: Teaching	**Hours:**
Responsibilities: Class Teacher	**Subject:** Class Teacher

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Core purpose

To provide a high-quality educational experience for all students, including provision for health, safety and welfare in line with current teacher pay and conditions document and National Standards for Teachers

General duties and responsibilities

- To carry out the duties of a teacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the required National Standards Teachers.
- Responsible for the overall running of the class, including all planning and assessment, and the organisation and teaching of educational programmes, behaviour management and welfare of the students.

Strategic direction and development of SEN provision nationally and regionally

- Understand changing perceptions of SEN as reflected in national and local contexts, and having a working knowledge of terms such as “inclusion”, “whole school approach”, “outreach support”, “multi-disciplinary co-operation”, “partnership” and their possible application within various SEN contexts.
- Understand key issues as they apply to students with SEN such as stereo-typing, equal opportunities, disability, rights, civil rights, and associated legislation
- Take account of the expectations of parents/carers and work with them to secure appropriate education for their child

- Understand the structure, roles and responsibilities of those who contribute to SEN programmes including voluntary, advocatory, and statutory agencies
- Seek to integrate as appropriate multi-disciplinary or specialist advice into the teaching and learning process
- Access and use relevant research, inspection and school self-evaluation evidence to inform assessment, curriculum and teaching arrangements.

Identification, assessment and planning

- Take account of the strengths and limitations of different forms of assessment, and make effective use of more specialist and multi-disciplinary techniques to plan and deliver appropriate curriculum teaching and support
- Use the agreed targets in Individual Education Plans (IEPs) to develop criteria by which to judge students' progress, and to establish a timescale for review and evaluation, whenever possible, including students and parents/carers in the key processes and procedures, and ensuring all understand what targets have been set and why
- Prepare and write and present accurate assessment reports for reviews which give direct evidence of any added value provided by teaching and can be understood and used by teachers, other professionals and parents/carers, and contribute to multi-professional assessment and placement decisions, where required
- Be aware of the advisory and support roles of the range of specialist services and agencies and, where appropriate, work jointly with them on planning, programme implementation and report compilation.

Effective teaching, ensuring maximum access to the curriculum

- Have knowledge of, and keep up to date with, the most current and up-to-date national initiatives for the age range teaching and the Agreed Syllabus for Religious Education
- Use knowledge of the curriculum and assessment criteria (including formative, summative and statutory) to develop, adapt and evaluate teaching strategies for the maximum benefit of students with SEN
- Set small and achievable targets for students whose progress is not clearly demonstrated when set solely against conventional assessment criteria
- Identify individual learning outcomes and develop, implement and evaluate a range of approaches to help students achieve the learning outcomes
- Use, manage efficiently and evaluate techniques, specialised aids and resources, including ICT where appropriate, to give greater access to the curriculum and assist in the promotion of independent learning and living skills
- Take account of the effects on learning and behaviour of medications, medical treatments and therapeutic regimes
- Work collaboratively with specialist and non-specialist staff to make effective use of teaching and learning environments, including specialised environments (eg hydrotherapy pools or sensory rooms)

Development of communication, literacy and numeracy skills, and ICT capability

- Plan a structured programme which includes a wide range of actual and simulated opportunities for development, taking into account the physical, linguistic and psychological aspects of communication in order to determine a student's level of receptive and expressive language skills
- Work collaboratively with other staff and support agencies to extend students' listening, speaking, reading and writing skills
- Know and apply the effective pedagogy relating to the teaching of literacy, numeracy, ICT and study skills, and make effective use of first-hand experience and contexts beyond the classroom to help them develop these skills in everyday living.

Promotion of social and emotional development, positive behaviour and preparation for adulthood

- Work with parents and carers and all involved agencies to agree approaches to each student's personal development, taking account, as appropriate, of cultural differences and ethical concerns
- Structure learning tasks taking account of individual learning styles so that students are clear what is expected of them and are encouraged to persevere when difficulties arise
- Develop positive, consistent and non-confrontational approaches and techniques (including with regard to conflict resolution and restraint) so as to promote positive relationships between students and adults in line with the Relationship (behaviour) Policy
- Use opportunities to exploit the whole curriculum and the general life and work of the school (including linking curricular and extra-curricular accreditation) so as to enhance emotional growth and a mature response to real challenges
- Promote students' knowledge and skills in personal, social, health and sex and relationship education to help them meet the challenges of their personal, social, family or leisure experiences
- Encourage the development of independent living skills, prepare students for further training opportunities post-school, and assist them in the development of skills appropriate to adult life.

Take part in and contribute to meetings that relate to teaching/curriculum, co-operate with and, where appropriate, advise the school leadership team and other colleagues in the review planning, development and management of a subject:

- Support the development and coordinate the subject(s)
- Co-ordinate the work of the teaching assistant(s) linked to the subject
- Advise and co-operate with colleagues on the preparation and development of planning, resources, methods of teaching and assessment within a subject.

Supporting the strategic direction and development of the subject

- To support the development and implementation of a whole-school policy for (subject) in line with the aims and policies of the school

- To liaise with the Key Stage Leader, the wider leadership team and other colleagues, using national, local and school management data effectively, to support the monitoring of standards of achievement and attainment in the subject within phases
- Advise and support the development of long, medium and short term planning and supporting resources
- Advise and support staff professional development requirements in the subject.

Learning and Teaching

- Advise curriculum coverage, continuity and progression of (subject)
- Support and guide colleagues to select the most appropriate learning and teaching methods and resources to meet the needs of the full range of students and to implement students' IEP subject needs as appropriate
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement in line with school policy
- Support the Key Stage leaders in their evaluation of the teaching of the subject in their phase, using this analysis to identify effective practice and areas for improvement and take action to improve further, the quality of teaching in the subject
- Contribute to the professional development of staff through example and support
- Ensure that the Executive Headteacher, Head of School, Senior Leaders and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and Key Stage/Year-related professional development plans.

Efficient and effective deployment of staff and resources

- Advise on resource and staff requirements for the subject and inform the Head of School of costs and priorities. Distribute subject resources to meet the objectives of the school
- Advise on the effective and efficient management of learning resources for the subject. Direct and support the linked teaching assistant(s), acting as line manager and appraiser for performance management
- Liaise with the relevant Health and Safety person if issues are identified and assessed.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person
- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- Be aware of the need to take responsibilityfor own professional development and to participate in the Appraisal procedures of the school

- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising student achievement and effective team working
- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Signature:
Headteacher: ……

Teacher:……..

Date: