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| Class Teacher  Job Description | |

**Job details**

Salary: £25,714-£36,961 SEN Allowance £2270

Hours: 35

Contract type: Full-time

Reporting to: A member of the Extended Leadership Team (ELT)

Responsible for: Classroom Support Staff

**Purpose:**

1. Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document
2. Meet the expectations set out in the Teachers’ Standards
3. Provide professional education and social development of a class of learners’ educational provision, delivering an appropriate curriculum for their age and stage.
4. To collect, record and report assessment data, attainment and progress of learners using the appropriate systems and reporting frameworks.
5. To foster a culture that promotes excellence, equality and high expectations of all learners and educational support staff.

**Key Responsibilities and Duties:**

1. Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and model of teaching (accelerated learning model), considering the learners’ needs and differentiating appropriately.
2. To ensure that all learning resources are in good order and available for the delivery of lessons
3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned learners, making accurate and productive use of assessment
4. Adapt teaching to respond to the strengths and needs of learners
5. Set high expectations which inspire, motivate and challenge learners
6. Promote good progress and outcomes for learners
7. Demonstrate good subject and curriculum knowledge
8. Participate in arrangements for preparing learners for external tests
9. To organise a person-centred learning environment allowing learners to take ownership of their learning and ambitions.
10. To participate in all relevant training required to ensure your continuous professional development.
11. To have line management responsibility for a team of educational support staff and associated delivery of training in a range of classroom tasks they will be required to undertake.
12. To promote and teach the Academy’s behaviour management policy.
13. To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.

**Strategic Direction and Development of the Academy:**

1. Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s vision, values, ethos and objectives.
2. Make a positive contribution to the wider life and ethos of the school
3. Provide cover, in the unforeseen circumstance that another teacher is unable to teach
4. To support the Senior Leadership Team in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.

**Learning and Teaching:**

1. To deliver effective teaching and learning and monitor and evaluate the quality of teaching, using benchmarks and setting targets for improvement.
2. To monitor, evaluate and review practice in the classroom and implement strategies to ensure that under-performance is challenged and appropriate changes to practice are implemented.
3. Work with others on curriculum and learner development to secure co-ordinated outcomes
4. To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, which are rigorously monitored and evaluated and appropriately reviewed for changes, as/when required
5. To complete all relevant paperwork in relation to learner progress, lesson planning and legislative requirements.
6. To participate in all aspects of assessment, ensuring assessment reflects the learning needs of our learners including SMSC, personal, social and emotional development.
7. Work collaboratively with the school’s multi-disciplinary teams in setting up joint targets and implementing of programmes, as appropriate

**Leading and Developing People:**

1. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters, where appropriate
2. To contribute to the culture of continuous professional development for educational support staff, where learning and development activities are closely linked to individual, teams and organisational priorities.
3. Collaborate and work with colleagues and other relevant professionals within and beyond the school
4. Develop effective professional relationships with colleagues
5. To ensure that performance reviews as part of the appraisal process are undertaken in a timely manner and that target setting is of a high standard

**Learner Support and Progress:**

1. To be a Form Tutor to an assigned group of learners and undertake responsibilities associated
2. To promote the general progress and well-being of individual learners and of the Form Tutor Group as a whole.

**Accountability:**

1. Contribute and/or attend any relevant meetings held for learners, as appropriate
2. To contribute to the promotion of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. Promote the safety and wellbeing of learners
4. Maintain good order and expectations amongst learners, managing behaviour effectively in line with the school’s behaviour management policy and procedures to ensure a good and safe learning environment is maintained

**Strengthening Community:**

1. To work in partnership with all school staff, parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of learners and their families.
2. To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports learners to become successful citizens.
3. To work in liaison with the Senior Leadership Team and all relevant agencies in order to adequately safeguard and protect the learners.
4. To contribute to the development of the education system, for example, sharing effective practice.

**Additional Duties:**

* To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School’s Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
* To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
* To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
* To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post, and which may reasonably be required by the Principal according to the normal practice of the Trust.

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| Class Teacher  Person Specification |

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| Education, knowledge and experience | **ESSENTIAL** | **DESIRABLE** |
| * Qualified Teacher Status (ECT welcome) * Excellent classroom practitioner * Experience of working with learners with ASC, social, emotional and mental health needs. * Knowledge and experience of the national curriculum in own specialist area * Proven track record of implementing the national curriculum. * Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning. * Demonstrate knowledge of how to enhance learner’s social and personal development. * Demonstrable commitment to own continued professional development. * Demonstrable experience of professional communication and interpersonal skills both written and verbal. * Good ICT skills. * Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets. * Managing and leading teaching support staff and/or other practitioners. | * Post graduate SEN qualification * Experience of working with multi-disciplinary teams. * Experience of IT assessment packages and data management systems * Experience of undertaking Key Stage assessments. * Knowledge of working with accreditation boards such as ASDAN |
| Personal  Attributes | ***The Candidate must be able to demonstrate:***   * Confidence and skills to maintain a successful team. * Excellent communication and facilitation skills with all stakeholders. * A passion for working with learners with SEN and their families. * Ability to work flexibly to meet the needs of the academy. * Ability to work with the Senior Leadership Team to motivate and work with others to create a shared culture and positive climate. * High level of resilience and determination. * A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging * Commitment to and a genuine interest in the pastoral welfare of the school community. * Calm and organised approach to work under pressure and the ability to inspire this in others. * Energy, enthusiasm. * Ability to reflect prioritise and plan and work to deadlines. * Adopt a reflective approach to work. * A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. * A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. | |

**Competencies**

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| Set high expectations which inspire, motivate and challenge learners |    * establish a safe and stimulating environment for learners, rooted in mutual respect * set goals that stretch and challenge learners of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of learners. |
| Promote good progress and outcomes by learners |    * be accountable for learners’ attainment, progress and outcomes * be aware of learners’ capabilities and their prior knowledge, and plan teaching to build on these * guide learners to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how learners learn and how this impacts on teaching * encourage learners to take a responsible and conscientious attitude to their own work and study. |
| Demonstrate good subject and curriculum knowledge | * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| Plan and teach well-structured lessons |    * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| Adapt teaching to respond to the strengths and needs of all learners | * know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively * have a secure understanding of how a range of factors can inhibit learners’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners’ education at different stages of development * have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| Make accurate and productive use of assessment | * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure learners’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback. |
| Manage behaviour effectively to ensure a good and safe learning  environment | * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, natural consequences and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to learners’ needs in order to involve and motivate them * maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. |
| Fulfil wider professional responsibilities | * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to learners’ achievements and well-being. * Make regular contact home with parents/carers |
| Personal and Professional Conduct | * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating learners 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 learners’ well-being, 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 learners’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities |