



pond meadow
equipping our learners for life



01483 532239



admin@pond-meadow.surrey.sch.uk



Larch Avenue, Guildford, GU1 1DR

Pond Meadow School

Job Profile: Class Teacher

Accountable to: Deputy Headteacher (Primary)/Assistant Headteacher (Secondary)

Salary: MPS/UPS Fringe + SEN Allowance

JOB DESCRIPTION

Organisational Relationships:

Responsible to: Deputy Headteacher and Phase Manager (Primary) Assistant Headteacher and Phase Manager (Secondary)

Job Purpose:

Class Teachers will take on the leadership role for the class team:

- Fulfil the professional responsibilities of a teacher, as set out on the School Teachers Pay and Conditions document.
- In line with the school vision and values - promote learning, equality, respect and independence.
- Ensure each individual child has access to a personalised education pathway and activities for them throughout each day.
- Ensure staff understand their roles and are motivated and engaged in supporting pupils to work towards our aspirations.

Main Responsibilities:

Teaching and Learning:

- Plan engaging, motivating and well-structured lessons to assigned classes, following the schools curriculum plans (based on the National Curriculum) and where appropriate either differentiate a lesson or offer alternative activities for children.
- Ensure that the specialist strategies identified for the children (e.g. structured TEACCH, Attention Autism, communication systems and Intensive Interaction) are being effectively deployed, regularly reviewed and developed.
- Identify appropriate, motivational and aspirational long (end of key stage), short (annual), broken down into termly targets for pupils and report on their progress towards them throughout the year.



Head Teacher: Mrs Emily Hayward-Stubbs email: ehayward@pond-meadow.surrey.sch.uk

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- Be responsible and accountable for the welfare and safeguarding of all pupils in school, following the school's safeguarding procedures and policy, including carrying out whole class and individual risk assessments.
- Assess, record and report on the work of the children in the class in line with school assessments procedures.
- Contribute to updating pupil's EHCP's, attending and producing documentation for the annual review process and enabling meaningful pupil contribution.

Curriculum Development, Wider School and Professional Development:

- Current knowledge of educational and research issues relating to autism, severe learning difficulties and complex needs.
- Communicate effectively with parents, carers and pupils.
- Demonstrate good subject knowledge and understanding of childhood development.
- Collaborate and work with colleagues and other professionals within and beyond school.
- Engage in the appraisal processes in the school, using weekly meetings to identify any issues early and work actively to address these.
- Take part in further training and development in order to improve own teaching.
- Be willing to engage in the school's performance management process for teaching staff. This includes participating in regular observations and learning walks and responding appropriately to constructive feedback and areas for development.
- Work towards developing an area of expertise relevant to curriculum intent, implementation or impact (to include being part of identified curriculum groups).
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures.
- Provide cover as necessary if another teacher is unable to teach.
- Make a positive contribution to the wider life and vision of the school (to include being part of identified curriculum groups).
- Support the Headteacher and the SLMT by engaging in professional dialogue and contributing ideas to curriculum development, school policies, assessment etc.
- Ensure that line managers are kept informed of initiatives and issues that you are working through and are involved in supporting the class teachers to identify possible solution.
- Be prepared to work in all phases/age groups throughout the school as necessary.



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Managing a class team, resources and working with families and colleagues:

- Lead, motivate, inspire, model and co-ordinate the work of the class staff team.
- Manage the induction into the class of new staff and support staff who need to be helped to develop.
- Deploy resources effectively.
- Carry out the appraisals of staff team.
- Contribute to the professional development of other teachers and support staff.
- Develop strong, supportive, professional relationships with colleagues and families.
- Ensure that the children remain the central focus and encourage staff teams to recognise that this refers to all the children in the school.
- Lead class team meetings and ensure that minutes and actions from these are followed through.

Personal and Professional Conduct:

- Have high professional regard for the vision, values, policies and practices of the school and maintain high levels of attendance and punctuality
- Uphold public trust in the profession

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



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Person Specification

Criteria	Essential or Desirable
Qualifications and Experience ❖ Qualified Teacher Status *working towards this status with significant experience and knowledge of working in a special school ❖ Successful teaching and curriculum experience ❖ Evident successful experience of collaborative work with parents, colleagues and other professionals ❖ Training and experience in strategies used at Pond Meadow (TEACCH, Attention Autism, Intensive Interaction, PECS, Makaton) ❖ Experience of teaching pupils with Autism, Severe Learning Disabilities and Complex Needs ❖ Evident successful experience in leadership of teams	Essential Essential Essential Desirable Desirable Desirable
Skills and Knowledge ❖ Basic understanding of the strategies Pond Meadow uses to support pupils with Severe Learning Disabilities, Autism and ❖ Knowledge of the National Curriculum and how to apply in a specialist setting ❖ Responsive to individual need and ability to adapt teaching	Essential Essential Essential Essential



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❖ Knowledge of effective behaviour management strategies and commitment to follow school positive behaviour management programmes ❖ Knowledge of safeguarding requirements and how to implement these effectively	Essential
Personal Qualities ❖ Commitment to maintaining confidentiality at all times ❖ Ability to develop strong working relationships and deal sensitively with staff, families, pupils, governors, other professionals and members of the wider community ❖ Resilient and self-motivated ❖ High expectations for attainment and progress ❖ Commitment to safeguarding and equality ❖ To value the emotional well-being of families and staff above all else acknowledging that this is the key to readiness for learning	Essential Essential Essential Essential Essential

This job description and person specification may be amended at any time in consultation with the postholder.

Last Review: 06.05.2021

Next Review: 06.05.2024



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