

JOB DESCRIPTION

CLASS TEACHER



GRADE: MAIN PAY SCALE/UPPER PAY SCALE + SEN 1
RESPONSIBLE TO: PHASE LEADERS / SENIOR LEADERSHIP TEAM

PURPOSE OF THE POST:

- To be responsible for the teaching and management of a class of pupils who are on the autistic spectrum in the primary or secondary department
- To work closely with colleagues on the planning and implementation of the curriculum to ensure high quality provision throughout the school day, term and year.
- To keep up to date records of progress through the school assessment procedures
- To contribute to the planning and implementation of the School Development Plan.
- To be responsible for the managing of budgets, both for class and curriculum and for liaising with the Phase Leader on other areas of expenditure.
- To keep up to date with new initiatives and developments in special education relevant to the school.
- To lead and manage support staff working as part of a team
- To work in line with Teacher Standards

KEY ACCOUNTABILITIES:

TEACHING AND LEARNING

- Set high expectations which inspire, motivate and challenge pupils.
- Secure and sustain effective teaching, evaluate the quality of teaching and standards of pupils' achievements
- Be accountable for pupil's attainment, progress and outcomes
- Set targets for improvement to ensure high outcomes.
- Make accurate and productive use of assessment

DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Have a clear understanding of appropriate teaching strategies
- Maintain pupil's interest and motivation in the subjects
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils

MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- Have clear structures and systems in place
- Use visuals to help pupils understand structures and systems in the classroom

TEACHING AT PHOENIX

To undertake an appropriate programme of teaching in accordance with the duties of a class teacher
 To demonstrate consistently high standards of personal and professional conduct

VARIATION CLAUSE:

1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

- Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

EQUAL OPPORTUNITIES STATEMENT

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.

SAFEGUARDING

Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment.

PERSONAL SPECIFICATION



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RESPONSIBLE TO: PHASE LEADERS / SENIOR LEADERSHIP TEAM

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade.

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

APPLICANTS MUST HAVE:

- A teaching qualification recognised by the DfE.
- Training – special educational needs including autism or other relevant specialism

EXPERIENCE AND EVIDENCE OF:

- Successful classroom teaching including partnership teaching and working with some additional adults
- Working with children with SEN and of raising standards of teaching and learning
- A good knowledge of and commitment to the National Curriculum and the implications for children with special needs and autism
- Success in a significant area of curriculum development
- To have an interest in teaching children with autism and the willingness to take on training to develop the appropriate teaching skills
- Creating an exciting classroom environment

KNOWLEDGE AND UNDERSTANDING OF:

- Successful SEN practice within the 3-19 age range.
- Factors that influence the achievement of all pupils and how to raise levels of attainment for pupils with SEN.
- Accreditations that could be offered in the secondary phase including ASDAN (Secondary only)
- The role of assessment and monitoring pupil progress in raising the achievement of all pupils.
- Practices to create an inclusive environment for learning.
- Developing partnerships with parents and the wider community.

SKILLS AND ABILITY TO:

- Assess and monitor pupils progress, maintain records and analyse data and to relate these strategies that promote achievement at individual, class, and team level.
- Support all pupils through a range of teaching styles and approaches and interventions appropriate to individual need.
- Communicate effectively and work as a member of various teams within the phase.
- To be self-motivated, effectively manage your time, be able to assess situations and take appropriate action, often under pressure.
- Understand the principles and practices of an effective ASD approach to learning and the teaching of a broad relevant curriculum within the school
- To implement strategies that are learned through training at Phoenix.

PERSONAL QUALITIES

- Flexibility and ability to work as part of a team and commit to the School values
- A commitment to working positively with and to embrace the challenge of working with children with Autism
- Be prepared to work throughout the school with any age group if needed
- A sympathetic approach to parents and an understanding of the need for confidentiality.