



The purpose of the job is to

- Prepare teaching materials, set up the classroom and organise displays
- Plan and teach lessons and work with small groups of children
- Mark work and talk to parents and carers about their children's progress
- Manage the work of Teaching Assistants
- Follow safeguarding procedures
- Organise trips and other enrichment activities

Duties and responsibilities

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum, and schemes of work
- Produce teaching and learning materials and resources which are appropriate to age and ability
- Adapt teaching to respond to the strengths and needs of children
- Set high expectations which inspire, motivate and challenge children
- Promote good progress and outcomes by children
- Demonstrate good subject and curriculum knowledge
- Provide a stimulating learning environment
- Have a good knowledge of the SEN Code of Practice, including a deep understanding of special learning needs such as ASD, ADHD, Global Delay, Attachment, Physical and Speech & Language needs
- Liaise effectively with mainstream colleagues, parents, and outside agencies
- Have a creative and flexible approach to teaching that builds success through challenge, personalisation, and innovation
- Assess, monitor, record and report on learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment including leading of Annual Reviews and the EHCP Process
- Build skills for children to form positive relationships that break down barriers, build self-esteem and challenge disaffection
- Implement effective behaviour management strategies in line with school's policy

Supporting children's self-esteem, inclusion, and behavioural development

- Encourage an acceptance and inclusion of children with special needs
- Develop methods of promoting / reinforcing the children's self-esteem and independence
- Provide individual supervision in and out of the classroom for children with challenging behaviour
- Establish a supportive relationship with children
- Reinforce the school ethos, e.g., expectations of behaviour within class and elsewhere on the school site
- Supervise children on outings and school activities

Whole-school organisation, strategy, and development

- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures, to support the school's / Trust'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 coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Work as a team member in leading the development of one area of the curriculum
- Promote equality as an integral part of the role and treat everyone with fairness and dignity

Job Description and Person Specification - Resource Base Class Teacher



Health and safety

- Promote the safety and wellbeing of all children
- Maintain a safe learning environment by managing behaviour effectively in accordance with the school's behaviour policy
- Maintain current and accurate safeguarding records e.g. through CPOMS

Professional development

- Attend mandatory Trust induction training on Safeguarding and Health and Safety within the first few weeks of taking up the post (these sessions may be delivered outside standard school hours)
- Complete regular (at least annual) training on subjects including safeguarding
- Take a proactive role in the Trust's appraisal procedures
- Take part in further training and development to continually improve
- Keep abreast of initiatives and developments in education, especially those relevant to the duties and responsibilities of the post

Communication

- Make and maintain strong relations with parents/carers and at times representatives of other agencies e.g., Health, Social Care
- Communicate effectively with children, parents, carers
- Make and maintain strong links with outside agencies

Working with colleagues and other relevant professionals

- Manage the effective deployment of support staff and volunteers in the classroom
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- 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 professional duties and responsibilities

Management of staff and resources

- Direct and supervise any assigned support staff, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources effectively

The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

This job description is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

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	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Primary teacher with qualified teacher status 	<ul style="list-style-type: none"> Evidence of continual professional development
Experience	<ul style="list-style-type: none"> Successful primary teaching experience Up-to-date experience, knowledge and understanding of good practice in KS1 and / or KS2 Experience of working with children with SEND, ASD, ADHD, Global Delay, Attachment, Physical and Speech & Language needs Working collaboratively with other colleagues, parents and governors 	<ul style="list-style-type: none"> Teaching experience across two primary key stages Leading an aspect of school improvement with evidence of improving standards Leadership of a subject or aspect of school life
Knowledge and understanding	<ul style="list-style-type: none"> A clear philosophy of primary education in line with that of the Trust / school An understanding of quality first, inclusive teaching that has an impact on pupil outcomes Knowledge of a range of effective strategies for inspiring all children to achieve their full potential An understanding of cross curricular learning and teaching An understanding of the principles of assessment for and of learning A detailed understanding of safeguarding duties Good knowledge of the National Curriculum Able to promote the social, moral, spiritual, and cultural development of all children Good knowledge of the SEN Code of Practice A deep understanding of special learning needs such as SEND, ASD, ADHD, Global Delay, Attachment, Physical and Speech & Language needs 	<ul style="list-style-type: none"> Analysis and interpretation of school performance data to inform school self-evaluation Experience and knowledge of leading Annual Reviews and the EHCP process
Skills	<ul style="list-style-type: none"> Able to work in a way that promotes the safety and wellbeing of children A confident practitioner, who demonstrates outstanding classroom practice and high expectations of achievement and behaviour Able to support children with a range of abilities 	

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	<ul style="list-style-type: none"> • Able to deploy support staff effectively • A good understanding of a range of behaviour management strategies • An excellent communicator, with fantastic interpersonal skills and high levels of emotional intelligence 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Inclusive, passionate, and principled • Passionate about providing memorable learning opportunities for all children within a creative and inspiring curriculum • Dedicated to our children, with a belief that all children can succeed • High standards of personal organisation • Resilient, passionate, and hard-working • Determined to drive improvement to ensure the very best outcomes for the children • Relishes accountability and takes personal responsibility for own actions • Able to build trust and mutual respect between children, families, and staff • A cheerful disposition and good sense of humour • Energetic, warm, and caring 	