



## **PHOENIX SCHOOL**

### **JOB DESCRIPTION**

**JOB TITLE: Class Teacher Primary or Secondary**

#### **JOB PURPOSE**

1. 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
2. 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.
3. To keep up to date records of progress through the school assessment procedures
4. To contribute to the planning and implementation of the School Development Plan.
5. 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.
6. To keep up to date with new initiatives and developments in special education relevant to the school.
7. To lead and manage support staff working as part of a team
8. 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

## **ADDITIONAL DUTIES**

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and pupils.

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.

## **PERSON SPECIFICATION**

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:**

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

### **Experience and evidence of:**

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

### **Knowledge and understanding of:**

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