

Teacher

Job

description

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Job title:	Teacher
Grade:	Main Scale (M1-M6)
Accountable to:	Head of School
Responsible for:	Non-teaching staff (support staff) in respect of functions listed under duties.

### Brief Description

The main purpose of the role is to ensure that the educational, personal and social needs of learners are met within the classroom which the Post-Holder is responsible for. You will have a good understanding and up to date knowledge of outstanding practice and research.

You will provide high quality, challenging and differentiated educational activities and experiences to a class group. Excellent communication between the team and with parents, carers and other agencies is essential.

### Duties

You are expected to support the LEA and school's values, comply with all policies and carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document.

To be responsible, as appropriate for the management and organisation of;

### Leadership & Management

- To provide examples of good and outstanding teaching practice; including preparation and planning, classroom management and the maintenance of effective working relationships with students and colleagues
- To organise the effective deployment and direction of Teaching Assistants, within the classroom and support the development of an effective team
- To implement agreed school policies and guidance
- To support the School Development Plan and contribute to the strategic vision of the Headteacher and Governors
- To participate in meetings which relate to the school's management, curriculum, administration or organisation

- To communicate and co-operate with specialists from outside agencies to provide an effective multi-agency service and prepare reports on the needs of individual students as requested
- To participate in the performance management system for the appraisal of their own performance, or that of other teachers and teaching assistants

### Curriculum and Assessment

- To set and evaluate individual termly targets and to maintain records of achievement for each student, in consultation with colleagues
- To provide reports and assessments for each student in accordance with school policy and for a range of audiences, including a detailed report prior to the student's annual review
- To use assessments to ensure accurate knowledge of pupils and provide appropriate learning opportunities.
- To ensure that effective communication is maintained with parents/carers about their child's welfare, progress and participation in our school community
- To work within the school curriculum to provide broad and balanced access to Literacy, Numeracy and life skills and creative subjects.
- To support the development of our curriculum

### Quality of Teaching

- To teach pupils who experience severe learning difficulties, profound and multiple learning difficulties, complex needs and/or Autistic Spectrum Disorder and behavioural and social difficulties
- To ensure there are appropriate learning opportunities and effective teaching strategies which cater for students with a wide range of complex needs
- Setting tasks and learning opportunities which challenge pupils and ensure a high level of engagement
- To provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils

## Behaviour, Safety and Care of Students

- Support strategies which promote high standards of behaviour
- Use the school behaviour policy to ensure pupils receive a consistent approach through well-focused teaching and through positive and productive relationships
- Promote and safeguard the safety and welfare of all students
- To maintain a safe and secure environment and purposeful working atmosphere for pupils, which supports learning and in which pupils feel secure and confident

## Other

- Have a working knowledge of teachers' professional duties and legal liabilities
- Have an up to date knowledge of the latest Curriculum and SEND developments
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary
- In addition to carry out other duties as reasonably required by the Phase Leader or Headteacher within Standard Frameworks

# Person Specification

Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>● Qualified teacher status</li> <li>● Degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>● Experience in developing IEPs/Learning Maps and assessment</li> <li>● Experience of participation in the development of the curriculum to include life and independence skills for children with SEN</li> <li>● TEACCH</li> <li>● PECS</li> <li>● Evidence of further professional development relevant to post</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● Good or Outstanding classroom teacher</li> <li>● Confident user of technology as a management tool</li> <li>● Knowledge and understanding and experience of working with pupils with SLD, PMLD, ASD, all with complex needs</li> <li>● Experience of positive multi-agency working</li> <li>● Experience of working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>● Sustained performance securing very good student outcomes</li> <li>● 2 years' teaching experience with students with SLD/ASD/PMLD</li> <li>● Experience in a multi-cultural/inclusive setting</li> <li>● Experience using a multi-sensory approach</li> <li>● Experience with a range of approaches to behaviour</li> <li>● Experience within the Autistic Spectrum</li> <li>● Experience of working with pupils with challenging behaviours</li> </ul>
<b>Skills &amp; Knowledge</b>	
<ul style="list-style-type: none"> <li>● Able to communicate effectively, orally and in writing</li> <li>● Able to demonstrate effective planning and teaching skills</li> <li>● Able to work with others to achieve common goals</li> <li>● Able to use assessment data systems to support teaching and learning</li> <li>● Able to provide clear direction within the class staff team</li> <li>● Ability to relate well to students, colleagues, parents, Governors</li> <li>● Able to support staff and students in maintaining high standards</li> <li>● Efficient and effective administrative, organisational and personal management skills</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of supporting teaching staff and working with Governors and parents/carers</li> <li>● Able to present confidently to a large group of students or staff</li> <li>● Knowledge of externally accredited qualifications e.g. ASDAN</li> </ul>

<ul style="list-style-type: none"> <li>● A clear understanding of the essential qualities necessary for effective teaching and learning</li> <li>● To have an understanding of the curriculum and how it can be worked with creatively to provide a relevant, inspiring and engaging curriculum offer for all pupils</li> </ul>	
<b>Personal Attributes</b>	
<ul style="list-style-type: none"> <li>● Have a positive approach to education</li> <li>● Energy, enthusiasm and perseverance</li> <li>● Show an ability to, and demonstrate an understanding of the importance of motivating children, creating a good working atmosphere and promoting a positive attitude towards good behaviour</li> <li>● Reliability and integrity</li> <li>● Good interpersonal skills</li> <li>● Positive commitment to individual personal development</li> <li>● Adaptable and amenable with respect to working practices</li> <li>● Ability to work independently and be a team player</li> <li>● Suitable to work with children</li> </ul>	<ul style="list-style-type: none"> <li>● Sense of humour</li> <li>● Evidence of commitment to ongoing CPD</li> </ul>
<b>Equal Opportunities and Commitment</b>	
<ul style="list-style-type: none"> <li>● Understanding of equal opportunities issues and an ability to demonstrate strategies to challenge discrimination and prejudice</li> <li>● A commitment to inclusive education</li> <li>● Demonstrate a commitment to:               <ul style="list-style-type: none"> <li>equalities</li> <li>promoting the school's vision and ethos</li> <li>high quality, stimulating learning environment</li> <li>ongoing relevant professional self-development</li> <li>safeguarding and child protection</li> </ul> </li> <li>● Is committed to maintaining high expectations of behaviour and attendance for all pupils</li> <li>● Is committed to actively involving pupils in the decision making process</li> <li>● Is committed to ensuring the continuity progress and development of all pupils</li> </ul>	