

Job Description

Name:

Job Title: *Special School Teacher* **Salary:** **Mainscale + SEN**

Accountable to: *Head Teacher*

Date: *September 2020*

Applicable Contract Terms and Duties

You are engaged as a teacher and as such shall carry out the professional duties of a school teacher as far as is appropriate to the post holder's role and salary, as provided for under the '**School Teachers Pay and Conditions 2019**' page 8, paragraph 7.1 to 9.1.

Headteachers, Assistant headteachers and deputy headteachers also need to refer to page 10, paragraph 10.1 to 10.2.

You will be guided at all times in your work as a teacher by the '**Teachers Standards in England**' and the '**Professional Standards for Post – Threshold Teachers**' (see STPC 2019)

Copies of the relevant documents are available for inspection at the school or via the website: www.gov.uk

Job Purpose

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher, the Deputy Headteacher and/or the Assistant Headteacher in their capacity as day-to-day managers

Any Special Conditions of Service

Particular considerations within the post of special school teacher at Thomas Ashton School are as follows:

- Be at all times an appropriate, positive role model for the pupils
- Help develop and implement school wide policies and practices which reflect the school's commitment to good behaviour, inclusion and the expectation of high achievement

- Contribute to and promote the maintenance of a safe, calm and orderly school environment
- Ensure the effective management of pupil behaviour by the use of de-escalation strategies and positive handling techniques in accordance with school guidelines based on the principles and practices of 'Team-Teach'
- When planning work, have regard at all times of pupils' individual needs as referenced by the provisions contained in their Education Health and Care Plans, their baseline assessments and their academic targets
- Support and supervise the work of Teaching Assistants and their contribution to the classroom teaching and learning.
- Contribute to the maintenance of a stimulating school environment that will help encourage pupil participation in learning.
- Be prepared to take the pastoral responsibility for an identified group of pupils
- Take a leading role in developing specific areas identified through the School Improvement Plan and in negotiation with the head teacher

Subject to agreement with individuals, staff may be asked to:

- Advise the head teacher and other staff, on the basis of experience and expertise in a particular aspect of the work of the school.
- Update personal knowledge and expertise through reading and professional development and advise colleagues accordingly
- Discuss with staff any national and local developments so that the school's practice is in line with current requirements.
- Contribute to staff meetings and collaborate with the delivery of INSET.

This job description will be reviewed at the end of each academic year or earlier if necessary following consultation with the post holder.

Signed: _____ Date: _____

Person Specification for a Classroom teacher

The individual is expected to have UK Qualified Teacher Status and be able to demonstrate competence in the following areas:

Essential

- Effective planning, organisation and delivery of learning and associated activity to meet National Curriculum and accreditation requirements
- Ability to interest, motivate and engage all learners through the use of a range of techniques, methods and activities.
- Sound understanding and knowledge of a range of assessment techniques and approaches and the ability to apply such knowledge to support the learning process
- Clear understanding of the regulatory and statutory framework and curriculum requirements applicable to a special school
- Good knowledge of safeguarding procedures and child protection methods and responsibilities
- Awareness and understanding of the needs of those with Social, Emotional and Mental Health (SEMH) difficulties and an ability to manage and control challenging behaviour through de-escalation and positive handling techniques
- Ability to manage, organise and analyse data and information to meet regulatory and accreditation requirements; to provide relevant information for school evaluation or liaison purposes with other agencies
- Ability to use ICT to support teaching and learning

Desirable

- Experience of working in an SEMH setting or with challenging pupils
- Knowledge of social-emotional interventions

Personal Characteristics

- Must satisfy DBS checks and demonstrate there are no impediments to employment as a teacher of vulnerable young people
- Well-developed communication and inter-personal skills – able to adapt style and approach to the needs of different audiences
- Committed to personal and professional development
- Honest, trustworthy and reliable with a good sense of humour
- Resilient, able to work under pressure and meet deadlines
- Flexible approach – willing to contribute to the work of the whole-school community e.g. support for sports and extra-curricular activity
- A desire to make a difference to the lives of young people
- A team player