

# JOB DESCRIPTION

**Postholder:**

**Post Title:**

Class Teacher

**Grade:**

MPS / UPS + MAX  
SEN

**School:**

RICHARD CLOUDESLEY SCHOOL

**Section:**

EDUCATION

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the School's Policy statements to fulfil the general aims and objectives of the School Development Plan.

The postholder candidate will agree major objectives with the headteacher. These objectives will include:

1. Achieving the highest possible standards of Education for pupils in the allocated class;
2. The creation and development of whole school policies and programmes to meet the needs of pupils and to improve the level of achievement in the area of responsibility across the school;
3. Establishing and exercising a clear leadership and management role in relation to area of responsibility within the school.

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## **Purpose of the Job:**

To ensure the highest possible of standards of education of the pupils for whom the teacher has class/group responsibility - socially, emotionally, physically, intellectually and aesthetically.

To ensure the development of pupils and colleagues through a particular area of responsibility.

To assume continuity of policy and curriculum throughout the school within a specific area of responsibility promoting equal opportunities for all.

## **RESPONSIBILITY**

The teacher is responsible to the headteacher.

## **LIAISON AND CO-OPERATION**

The teacher will work in liaison, contact and co-operation with:

- other members of staff including therapists;
- members of borough support and advisory services;
- organisations and networks relevant to the teacher's specialism or subject;
- parents, governors and the local community.

## POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

- national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers' Pay and Conditions Act 1991;
- school policies and guidelines on the curriculum and school organisation;
- LEA policies and guidelines, in particular those relating to particular those relating to curricular aims and principles, and to race and gender equality and to special educational needs.

## TASKS AND DUTIES

### **General Duties**

- To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.
- To take account of the special educational needs and disabilities in all planning and preparation of lessons.
- To teach a class or classes, groups or individual pupils; to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the National Curriculum.
- To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning.
- To maintain an attractive and stimulating learning environment and to contribute to displays in the school as a whole.
- To mark and assess pupils work and to record their development, progress and attainment, both at school and elsewhere and to inform future planning and ensure differentiation.
- Ensure individual education plans are drawn up for each pupil in the class.
- To conduct a regular review and assessment of pupils' progress in relation to targets set on individual education plans.
- To prepare a written report in preparation for the annual review for each pupil in the class.
- To write annual reports for parents following the format within school policy.
- To provide or contribute to oral and written assessments, reports and references, both at school and else where, relating to the development and learning of individual pupils and groups of pupils.
- To manage the class team of teaching assistants.
- To build and maintain co-operative relationships with parents and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.
- To take part in whole school reviews of policy and aims and in the revision of formulation guidelines.

- To evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.
- To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.
- To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils and supervising pupils before and after school lessons.
- To supervise and so far as practicable to teach any pupils whose teacher is absent.
- Other non-recurring duties as requested by the Headteacher.
- To actively promote equality of opportunity for pupils in their access to and participation in all aspects of the curriculum.

Title of the post to which I normally report is:

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Job Description prepared by:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSON SPECIFICATION

**Postholder:** \_\_\_\_\_

**Post Title:** Class Teacher

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**School:** RICHARD CLOUDESLEY SCHOOL

**Section:** EDUCATION

You must demonstrate on your application form that you meet the following essential criteria:-

The following criteria will be used for selection purposes:-

### Essential

1. UK Qualified Teacher Status
2. At least two years teaching experience within the last seven years.
3. At least two years experience as a class tutor in a mainstream or special setting.
4. An understanding of the educational needs of pupils with severe and complex learning difficulties.
5. The ability to manage pupil behaviour.
6. Evidence of training in ICT.
7. Evidence of managing teaching assistants.
8. The ability to work in a multi-disciplinary team.
9. Evidence of keeping records and writing Individual Education Plans.
10. Ability to adapt the curriculum to meet a wide variety of physical and learning needs.
11. An understanding of equal opportunities in relation to physical disability.

### Desirable

1. A good understanding of education in a special school.
2. Knowledge of communication systems for pupils who use alternative means of communication.