

The Chiltern School

Class Teacher for Informal Learners

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	MPS/UPS
Working Hours	195 days as specified in the STPCD Full Time

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General Duties

General description of the post

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Teachers on upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirements to meet threshold standards

In particular, teachers at UPS3 will:

- Provide a role model for professional practice in the school
- Make a distinctive contribution compared with other teachers
- Contribute effectively to the wider team by leading on an area of the School Improvement Plan

All staff within the school are expected to make a valuable contribution. The postholder will:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment.

Teaching and Learning

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach students according to their educational needs.

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- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching.
- Ensure a high quality learning experience for students which meets internal and external quality standards.
- Prepare and update materials for curriculum areas.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs.
- Maintain good order and promote emotional wellbeing in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures, including marking of classwork and home learning if appropriate.
- To teach an assigned class of pupils according to their educational needs and be responsible for the quality of teaching, learning and progress
- To plan for and provide a broad, balanced, relevant and differentiated curriculum which includes the National Curriculum where appropriate to the age of the pupils taught. This will include:
 - Preparing termly or half termly plans outlining the range of work to be covered in that period, showing differentiation
 - Preparing and using lesson plans as relevant

Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in a curriculum area.
- Plan and teach well-structured lessons that reflect the abilities and needs of the students.
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- Assist the Pathway Leader, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

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Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including specific knowledge and teaching methods.
- Engage actively in the appraisal process.
- Ensure the effective/efficient deployment of classroom support.
- Work as a member of a designated team and to contribute positively to effective working relations.

Quality Assurance

- Help to implement school quality assurance procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation of the Pathway in line with agreed school procedures, including evaluation against quality standards and performance criteria. Review methods of teaching and schemes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of students.
- Track student progress and use information to inform teaching and learning.
- Assist the Pathway Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

Communication and Liaison

- Communicate effectively with the parents of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.
- Liaise with the parents, and the school nurse to ensure that the medical / dietary procedures for individual pupils are known and documented
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

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- Work with a number of external agencies such as physiotherapists, Speech and Language and OT to ensure individual programmes are embedded in the pupil's curriculum
- To develop and maintain links with parents
 - Use home school diaries as a point of regular contact
 - Arrange opportunities for parents to visit your classroom
 - Arrange home visits, as appropriate, in line with the school's policy for Home Visits
 - Develop a partnership with parents as a means of enhancing the learning opportunities for your pupils

Pastoral System

- Promote the general progress and well-being of individual students.
- Liaise with the Pathway Leader to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports and references.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Apply the school's behaviour management systems so that effective learning can take place.

Health and Safety

- To be aware of and comply with policies and procedures relating to safeguarding, health, safety, and security, confidentiality and data protection; and report all concerns to an appropriate person
- To ensure the welfare of both pupils and staff in accordance with the school's health and safety policy
- To ensure the welfare of pupils by planning supervising and where necessary carrying out their agreed daily hygiene routines
- To ensure the health needs of pupils are met by ensuring that the agreed medical and / or dietary procedures are carried out
- The jobholder may be involved in cleaning up blood or other bodily fluids of children. Appropriate training and equipment will be provided.
- With their agreement and with relevant updated training teachers may be required to perform any of the following medical procedures:
 - Giving food / drink via a gastrostomy tube

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- Giving seizure control medication
- Administering medicines

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.

Values and Behaviour

All staff play a vital role in assisting to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

All staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including: - democracy, the rule of law, individual liberty and mutual respect, and - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

Conditions of Employment

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This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher and following consultation with you and will be reviewed annually as part of the appraisal process.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Person Specification		
	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher status with a good honours degree • Evidence of continued personal and professional development 	<ul style="list-style-type: none"> • Additional qualification in SEND • MSI Qualification • ASD Qualification • Additional Leadership Qualification
Experience	<ul style="list-style-type: none"> • Recent experience of working in school • Recent experience in raising students' attainment • Evident of recent professional development • Confidence in dealing with pupils demonstrating a range of complex needs 	<ul style="list-style-type: none"> • Successful teaching of pupils with SEND • Knowledge and experience of augmentative communication systems, signing, PECS, etc • Experience of teaching pupils with ASD • Experience of teaching pupils with significant learning disabilities • Experience of dealing with pupils demonstrating challenging behaviours • Training in Team Teach • Experience of MOVE, SERTS, Attention Autism, Intensive Interaction

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Knowledge and skills	<ul style="list-style-type: none"> • A passion for learning and an outstanding teacher • Secure commitment to a clear vision for the school • Ability to match children's needs in terms of curriculum, spiritual, personal and social development • Understanding and awareness of current educational developments and the implications of relevant educational legislation • Can demonstrate a good understanding of curriculum planning, development and review • Can demonstrate ability to determine priorities and set targets to deliver them • Proven experience of developing personalised learning programmes • Work as part of a team • Motivate and inspire students and parents • Knowledge of assessment, recording and reporting • Communicate effectively, orally and in writing for a range of audiences and purposes • Manage good communications systems • Excellent ICT skills 	<ul style="list-style-type: none"> • Knowledge and experience of delivering a cross-curricular model through creative approaches • Experience of developing schemes of work • Experience of Middle Leadership • Knowledge or experience of using assessment tools • Ability to interrogate and analyse pupil data to improve individual and whole school outcomes • Knowledge and experience of teaching pupils who have profound or severe learning needs. • Knowledge and experience of teaching pupils who are informal learners.
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Leading and managing staff	<ul style="list-style-type: none"> • Can demonstrate ability to use classroom support staff effectively 	<ul style="list-style-type: none"> • Can demonstrate that they have been responsible for the development of the practice of others • Experience of delivering CPD to staff groups in own and other schools
Leadership and management	<ul style="list-style-type: none"> • Evidence of working closely with parents/carers and other professionals in establishing learning priorities • Proven ability to work with parents as partners and involve them in the education of their children • Is prepared to work collaboratively with a wide range of professionals in order to provide the best possible service for the pupils 	<ul style="list-style-type: none"> • Ability to develop links with local schools, colleges and community groups • Is able to articulate a long term view of the role of special schools • Knowledge and understanding of SEND reforms and the 0-25 agenda
Corporate responsibility	<ul style="list-style-type: none"> • Commitment to comply with the school's policies • Commitment to continue personal development in relevant area • Commitment to participate in the staff review and development process • Commitment to raising standards for all staff and students • Commitment to equal opportunities and inclusion • Commitment to participation in the full life of the school 	
Personal qualities	At The Chiltern school we expect all staff to demonstrate and model our core values.	

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	<p>Curiosity, Kindness, Respect, Aspiration, Courage.</p> <p>These are particularly important for this role but you will also need to demonstrate that you are:</p> <ul style="list-style-type: none">• Empathetic• Well organised• Diligent• Conscientious	
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