



Parkwood Hall
CO-OPERATIVE ACADEMY

CLASS TEACHER JOB DESCRIPTION

School Name:	Parkwoodhall Co-operative Academy
Job Title:	Class Teacher for Pupils with Moderate to Severe SEN
Reports To:	The Relevant Assistant Principal
<p>Parkwood Hall is a residential and day school for pupils aged 8-19 years (due to expand to include the Early Years Foundation Stage (EYFS) during 2025/26) with moderate to severe special educational needs including autism and language difficulties. We are passionate about creating a culture of wellbeing where all staff and pupils are valued and supported so that we can all 'grow, learn and flourish.'</p> <p>Parkwood Hall aims to provide an outstanding and supportive learning environment which challenges students to achieve success. The core learning values, which are at the centre of the curriculum, focus upon developing the student's resilience and ability to make informed life choices.</p>	
<p>Role Summary: Plan, implement and review learning opportunities for a class group, ensuring pupils make good progress. The Teacher will deliver a high-quality curriculum that is bespoke to Parkwood Hall, and ensure that you are applying National Teaching standards.</p>	
<p>Key Tasks and Activities:</p> <ul style="list-style-type: none">• Provide Teaching and Learning at a high standard.• Lead and manage all support staff within the class group so that staff feel well supported, trained, and perform their roles at the highest level.• Monitor and improve the quality of teaching and learning within the class group leading to improved rates of pupil progress.• Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.• Ensure all staff within the class group implement all school policies and procedures leading to effective safeguarding of pupils in all aspects of school life.• To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.• Be a reflective practitioner and take account of the school's strategic vision to develop own self.• Have the ability to analyse pupil progress data in a variety of formats.	

- Ensuring that the environment is safe and secure, meeting the needs of the curriculum, staff, pupils, visitors and Health & Safety regulations.
- Ensuring effective communications within the whole school community.
- Be an active member of a range of school-based activities.
- To ensure that deadlines are met consistently.
- To ensure that you are continuously open to growth within academy.

Strategic direction and development of provision – with the support of, and under the direction of the Assistant Principal to:

- Ensure all pupils have access to a broad, balanced and relevant curriculum.
- Devise and promote plans to ensure the needs of pupils with SEN are met.
- Regularly monitor progress against targets for pupils by accurate assessment and planning and delivering high quality teaching.
- Ensure that all statutory requirements for pupils are adhered to.
- Keep up to date with relevant local and national information relating to pupils with SEN.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils are enabled to share their views and that these are acted upon appropriately.
- To maintain accurate assessments and records of children's progress, using them to set the next steps in their development, reporting progress to parents/carers as necessary.

Teacher and Learning

- Be an excellent teacher.
- Be able to work with pupils with a range of complex needs.
- Be able to promote pupil independence.
- Support pupil transition including the development of highly effective induction and exit arrangements.
- Promote high standards of behaviour and support the development of appropriate behaviours for learning.

Recording, Assessment and Reporting

- Set targets for raising achievement.
- Manage a range of data and information on individual pupils and groups from a range of stakeholders.
- Contribute to the Annual review process and to ensure that all reports are accurate, of

high quality and available for all stakeholders in a timely manner.

- Provide high quality information to parents and carers keeping them informed about their children's progress.
- Increase rates of pupil progress.
- Improve the quality of Teaching so that the percentage of Outstanding Teaching increases.

General responsibilities:

- To maintain confidentiality in all aspects of Parkwood Hall Co-operative Academy. The nature of the working environment entrusts people with confidential information. Any breach of this confidentiality will constitute gross misconduct.
- To co-operate with all Parkwood Hall Co-operative Academy staff in maintaining good relationships with outside agencies and the general public in order to promote and uphold the school's image.
- To perform any other duties as are within the scope, spirit and purpose of the position as requested by the Principal.
- Being able to work effectively with class based support staff working with pupils that face barriers to their learning.
- Provide high quality lessons and interventions.
- Meet regularly with parents, carers and other stakeholders to ensure that pupils needs are being met.
- Ensure that any statutory functions for pupils with SEN are completed in good time and are of high quality.
- Work closely with the Assistant Head for your phase to ensure that provision is of the highest quality and that support is closely monitored and evaluated.

Skills & Abilities:

- Evidence of effective classroom practice with pupils with profound, severe and complex needs.
- Able to demonstrate the ability to use technology to support pupil's learning and for administration purposes.
- Awareness of successful strategies to support pupil communication through early literacy, numeracy and personal development.
- Experience in assessment for learning.
- An empathetic colleague who identifies the need for support and then takes discreet but appropriate action.
- A high level of commitment to school development, improvement and inclusive practice.
- The ability to set clear expectations and parameters and hold others accountable for performance.
- Ability to use data to analyse pupil progress.
- The ability to build and manage relationships constructively with a wide range of pupils,

adults and professionals.

- Very well-developed personal organization skills in order to meet the many and varied elements of the role.
- The ability to lead and work as a member of a team in a variety of roles.
- Emotional maturity and resilience.
- Consistency under pressure.
- Ability to use authority and able to respond appropriately.

Person Specification – Class Teacher for Pupils with Moderate to Severe SEN

Qualifications	Essential <ul style="list-style-type: none">• DFE Qualified Teacher Status in the teaching of pupils with a range of Special Educational Needs (SEN) including Autistic Spectrum Disorder (ASD)• Relevant experience which must include a proven track record of good or outstanding classroom teaching.• Experience of monitoring, tracking and being accountable for the progress and achievement of pupils.• Experience of successful working with pupils with SEN including pupils with ASD.• Experience of working collaboratively within a team approach. Desirable <ul style="list-style-type: none">• Experience of leading successful team/s and initiatives.
Knowledge and Skills	<ul style="list-style-type: none">• In depth knowledge of the components which lead to good and outstanding teaching and learning• Knowledge of needs and pupils' abilities arising from a range of SEN and Autism• Knowledge of equipment and resources to support pupils learning• Knowledge of strategies to promote inclusion within the classroom• Good interpersonal skills• Excellent oral/written communication skills
Competencies	<ul style="list-style-type: none">• Ability to liaise effectively with parents/carers other professionals.• Ability to adapt readily to change and work across a variety of situations.• Ability to inspire confidence in pupils and colleagues.• Ability to use initiative and work independently.• Ability to work under pressure, prioritise tasks and meet deadlines. Desirable <ul style="list-style-type: none">• Ability to offer support & training.
Other requirements	<ul style="list-style-type: none">• To be organised and structured to support pupils

	<p>learning.</p> <ul style="list-style-type: none"> • To be approachable, flexible, friendly and calm. • To adopt a positive, enthusiastic and empathic approach. • Willingness for improving knowledge and practice in the field of SEN and Autism. • Contribute to whole school aims, policies and practices. • Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. • Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation. • Ability to listen to customers and understand their needs. • Ability to tailor your approach to each conversation to be appropriate to the customer, responding clearly with fine shades of meaning, even in complex situations.
General Information:	
Equality of Opportunity	<ul style="list-style-type: none"> • As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. • Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.
Confidentiality and Data Protection	<ul style="list-style-type: none"> • To treat all information acquired through employment, both formally and informally, in strict confidence. • To be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
To contribute as an effective and collaborative member of the School team	<ul style="list-style-type: none"> • Any other duties as reasonably required by any manager of the school. • Participating in the ongoing development, implementation and monitoring of the school plans. • Attend regular meetings as required and make a positive contribution during meetings.
Child Protection	<ul style="list-style-type: none"> • Attend regular meetings as required and make a positive contribution during meetings. • To be alert to issues of child protection ensuring that the welfare and safety of children attending Parkwood Hall Co-operative Academy is promoted and safeguarded and to report any child protection concerns to the Designated Safeguarding Lead using safeguarding policies, procedures and practice. • Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed. • Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection
<p>This is not an exhaustive list of duties and responsibilities. The post holder may be required to</p>	

undertake other duties that fall within the grade of the job in discussion with the manager.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Signatures:

Employee _____ Date _____

Principal _____ Date _____