



Westfield School

Job Description

Post Information:

Class Teacher with shared responsibility for EYFS and Lower Primary Phase

Organisational Information:

Responsible to:

The Governing Body and the Headteacher

Responsible for:

All teaching duties

Supervision of Teaching Assistants (TAs), and any students on placement in the class

Implementing and overseeing the delivery of the curriculum and therapeutic interventions

Assessment and reporting of students' ability in line with school policy and practice

Functional links with:

All colleagues in the school team, professionals from other agencies, in particular Speech and Language Therapist, physiotherapists, social care, parents/carers and significant family members, other school settings

Main Purpose of Job:

To assume responsibility for a newly created group due to the expansion of our current cohort of pupils in Hedgehog class. The post will require the individual to work collaboratively with the existing teacher and senior instructor, and lead a team of TAs

To undertake the teaching of the curriculum and to meet the individual needs of the pupils

To provide evidence of progress resulting from successful implementation of the curriculum

To ensure the safety and wellbeing of all pupils

To contribute to whole school development and organisation

Main Responsibilities/Accountabilities:

The jobholder will be expected to complete the responsibilities/accountabilities effectively.

- To work with pupils of all ages and special needs, with additional specialism in ASD in Early Years
- To assist with the development and implementation of the full Westfield Curriculum within the lower primary age range
- To plan and deliver the curriculum
- To assess and record pupils' attainment and achievements in line with current school practice
- To adhere to the Annual Review process timeframes and produce annual reports to parents

Job Activities:

To be responsible for:

- The implementation of the curriculum, contributing towards the development and review of successful learning strategies
- Implementation of recommended practice for early years education for young people with ASD
- The implementation of the five outcomes of Every Child Matters
- The compilation of reports and profiles for pupils as required, particularly Individual Progress Plans, Behaviour Plans, Annual Reviews and annual reports to parents
- The regular completion of evidence for learning and achievement profiles
- Leading the class team professionally and to work as part of a multi-disciplinary team

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| <ul style="list-style-type: none">• Effective management and development of individual behaviour plans• Safe organisation of and participation in educational activities, visits and journeys• Taking an active role in assemblies• Attend staff meetings, planning and curriculum development meetings as required• Development of relationships with parents and carers including working together to assist skills transfer between settings• Supervision of the work of Teaching Assistants and any students placed for training• Participation as required in meetings with colleagues, other professionals and parents in respect of the duties and responsibilities of the post• Accessing and attending ongoing CPD and further training in line with the requirements of the role• Keeping informed of trends and developments in education and especially those relevant to the duties and responsibilities of the post |
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Other information: Disclosure Type: Enhanced



Westfield School
Person Specification

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	<u>Essential</u>	<u>Desirable</u>	<u>Method of Assessment</u>
Experience	<ul style="list-style-type: none"> • Experience of teaching children with severe and complex needs in specialist Primary settings • Experience of incorporating the EYFS into a mixed phase group • Experience of using PECS and structured teaching methods • Experience of leading others 	<p>Experience of teaching PMLD students</p> <p>SCERTS/Intensive Interaction trained</p> <p>Experience across multiple key stages</p>	<p>Application form</p> <p>Interview</p> <p>Interview</p>
Skills and Abilities	<ul style="list-style-type: none"> • Excellent classroom practitioner • Knowledge and experience of working with children with autism and challenging behaviours • Evidence of working collaboratively to deliver stimulating cross-phase learning experiences • Excellent written and oral communication skills • Ability to plan, assess and record pupil attainment and achievement • Ability to use ICT packages for a variety of purposes, including the delivery of the curriculum • Excellent organisational and time management skills • Ability to work as part of a team • Ability to work under pressure and to deadlines 	<p>Ability to assume responsibility for an area of whole school curriculum development</p>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Observation during time in class</p> <p>Application form</p> <p>References</p>
Qualification and Training	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of recent relevant continuous professional development • PECS and/or TEACCH training 	<p>Recognised qualification in specified areas</p> <p>PRICE trained</p> <p>Signalong/ BSL/ Makaton</p>	<p>Application form</p>
Other Factors	<ul style="list-style-type: none"> • Enhanced DBS • Awareness of local safeguarding procedures and protocol • Ability to lead enrichment activities • A positive outlook 	<p>Minibus driver</p>	<p>Interview</p> <p>Application form</p> <p>Interview</p>