THRELKELD CE PRIMARY SCHOOL

JOB PROFILE: PERMANENT FULL TIME CLASSTEACHER, EYFS LEAD AND SEND

Post Title: Full Time Class Teacher, EYFS Lead and SEND Permanent contract

Responsible To: Headteacher

Grade: Main Pay Scale M3 - M6 with TLR

Main Purpose:

- To carry out professional duties and to have responsibility for assigned pupils.
- To be responsible for the day-to-day work and management of the assigned pupils and the safety and welfare of the pupils during on-site and off-site activities.
- To share in the corporate responsibility for the care, well-being, safeguarding and discipline of all our pupils and as part of the school team contribute to the ongoing development of the school.
- To follow and have due regard for the requirements of the National Curriculum, the school's mission statement aims, objectives, schemes of work and policies of the Local Governing Body and Good Shepherd Multi Academy Trust.
- To work with the Headteacher as part of the Senior Leadership Team
- To be Teacher in Charge when the Headteacher is offsite

Section A: Core Job Description:

This section of the job description is based on the most up to date issue of the School Teachers' Pay & Conditions Document and the duties laid out therein.

Professional Duties:

Teaching:

In each case having due regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils, focusing on EYFS and Key Stage 1:

- Create and manage a caring, supportive, purposeful and stimulating, organised learning environment which is conducive to children's learning;
- Plan and prepare lessons in order to deliver the National Curriculum and Early Years Curriculum ensuring breadth and balance in all subjects (including planning and preparing the work of other adults working in the class);
- Teach, according to their educational needs, the pupils assigned to him/her, including the setting and marking of pupils' work in school and elsewhere, based on clearly identified teaching objectives and learning outcomes with appropriate challenge and support;
- Ensure effective use of support staff within the classroom including Senior Teaching Assistants, Teaching Assistants and volunteer helpers;
- Assess, record and report on the development, progress and attainment of pupils (including keeping records on Scholar Pack, manage transition from Early Years to Key Stage 1, completion of statutory and non-statutory assessments including Phonics Check and end of Key Stage 1 tests and teacher assessment);
- Set high expectations for behaviour and learning behaviour

Other activities:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her, including safeguarding children through relevant policies and procedures.
- Keep records of and report on the personal and social needs of pupils and ensure there are opportunities for developing the social, moral, emotional and cultural aspects of pupils' learning and promoting British values and the school's Christian ethos;
- Communicate and consult with the parents over all aspects of their children's education – academic, social and emotional.
- Liaise with outside agencies when appropriate e.g. Educational Psychologist, speech therapist to support the needs of the children and to contribute positively to the education of the children concerned.
- To lead SEND across the school and be part of the schools safeguarding team
- To support the Headteacher in leading the school in being part of the Senior Leadership Team

- Promote equality as an integral part of the role and to treat everyone with fairness and dignity.

Discipline, health and safety:

- Maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorized to be on school premises and when they are engaged in authorized school activities elsewhere or after school;
- Recognising health and safety is a responsibility of every employee, take reasonable care of self and others and comply with the School's Health and Safety policy and any school-specific procedures / rules that apply to this role.
- To act as Teacher in Charge when the Headteacher is offsite.

Review, induction, further training and development:

- Participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet any identified needs (e.g. through Appraisal);
- Participating in staff meetings and professional development meetings which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangements;

Administration:

- Participating in appropriate administrative and organisational tasks related to duties as a teacher;
- Attending assemblies, registering the attendance of pupils and supervising pupils as necessary.

Section B:

This section deals with job requirements related specifically to Threlkeld CE Primary School.

In addition to the core job description, the class teacher will:

- Contribute to and maintain the positive ethos and core values of our Christian school, both inside and outside the classroom, as laid out in our Mission Statement
- Take part in and lead collective worships on a rota basis
- Take part with their assigned pupils in school special services, e.g. Easter Service, Christmas service
- Supervise children during playtimes, ensuring their safety, on a rota basis.
- Support, and attend where possible, school fundraising events and celebrations
- Liaise with the next class teacher at the end of the year to pass on information regarding children's achievement, attainment, emotional needs and social development
- Contribute where possible to the extra-curricular provision for pupils
- Make good use of the local and school environment and community to enhance provision where appropriate.
- Support the leadership team in promoting the ethos and further development and promotion of the school.

Section C:

This section deals with job requirements relating specifically to the role of this teacher.

In addition to the above requirements, the teacher will:

- Take on a leadership role for identified areas of the school action plan and/or particular curriculum areas; to include responsibility for reviewing and re-writing policies as required, monitoring and evaluating provision and performance, keeping up to date with changes and developments, feeding back to staff at staff meetings and advising and supporting colleagues, the leadership team and members of the Local Governing Body as required. Expertise in Music and/or Maths would be particularly welcome.

Section D: Role of the deputy safeguarding lead

- To be trained to the same standard as the designated safeguarding lead
- To work closely with the DSL

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

- To be expected to be available in person, via phone, or other media with the DSL to arrange cover for any out of hours/out of term activities.

Manage referrals

- To refer cases: of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC – When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

• act as a source of support, advice and expertise for all staff;
• act as a point of contact with the safeguarding partners;
• liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
• as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
• liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a 145 referral by liaising with relevant agencies so that children's needs are considered holistically;
• liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
• promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
• work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes: to ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, to support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

• To keep clear and comprehensive summary of the concern;
• To keep details of how the concern was followed up and resolved;
• To keep a note of any action taken, decisions reached and the outcome.

Raising Awareness

• Work with the DSL to ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
• can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
• obtain access to resources and attend any relevant or refresher training courses;

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Holding and sharing information
• understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
• be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Person Specification ***POST TITLE:*** **PERMANENT FULL TIME CLASSTEACHER, EYFS LEAD AND SEND**

	ESSENTIAL	**DESIRABLE**
Qualifications	Qualified Teacher status. Clear enhanced DBS clearance (this will be arranged for the successful candidate if not already in place). Level 1 safeguarding.	Evidence of commitment to further professional development. First Aid qualification. Level 2 and 3 safeguarding
Relevant Experience	The Class Teacher should have experience of: teaching and assessment of EYFS and Key Stage 1 pupils; working in partnership with parents; improving attainment and ensuring pupils make good progress; subject leadership and leading some aspects of whole school developments. Working with children with SEND Show a commitment to taking on NPQ in SEND	In addition, the Class Teacher might have experience of: teaching across the full primary age range; Read Write Inc phonics & spelling; Accelerated Reader. Leading SEND
Knowledge	The Class Teacher should have knowledge and understanding of: The Christian ethos of the school; the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); Key Stage One Curriculum, including a systematic approach to teaching phonics; the monitoring, assessment, recording and reporting of pupils' progress and End of Key Stage 1 assessments; the transition from Early years foundation stage to Key Stage 1 and preparing pupils for Key Stage 2; the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; the positive links necessary within school and with all its stakeholders; effective teaching and learning styles.	Current education initiatives, such as the mastery approach in maths and Early Excellence, Education Endowment Fund and recent research into working with children with SEND
Skills	Ability to relate effectively to children and adults. Work constructively as part of a team, understanding school roles & responsibilities and your own position within these, including being able to 'job share' a class with a colleague. Ability to identify own training & development needs & cooperate with means to address these. Ability to lead a team Effective ICT and communication skills.	To have led subjects across school and be willing to adapt to change
Personal qualities	Committed, hardworking and enthusiastic Able to integrate into staff team Flexible, highly motivated and committed to life-long learning Kind and caring	A good sense of humour!

Additional requirements	Occasional attendance at events outside normal hours (e.g. parents evening, Carol Service) To attend training to become Deputy Safeguarding Lead	Experience of working with Local Governing Body Experience of working in a safeguarding team. Level 2 and 3 safeguarding training