**Job Description**

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| **Job Description:** | **Class Teacher** |
| **Responsible to:** | **Head of School** |
| **Line Manager:** | **Senior Leadership or Departmental Leader whichever is appropriate** |
| **Grade:** | MPS plus 1 additional special educational needs point |
| **Hours:** |  |
| **Conditions of Employment:** | The appointment is subject to references, enhanced DBS and medical clearance |
| **Job Purpose:** | Work as a classroom teacher within The Aspire Federationwork with groups of learners and teach a range of subjects across the relevant age range of the federation schoolthe balance of duties from the schools age range will be determined in order that the School is able to meet the individual needs of learners and able to deliver an appropriate curriculum. |

The Governors and the Executive Headteacher of The Aspire Federation have made every effort to be accurate in this job description, but all applicants must accept the need for, and likelihood of changes in their job role and responsibilities. The Governors and Executive Headteacher will make every attempt to make changes in the spirit of the Job Description where this can be achieved without detriment to the best interests of the learners on roll and the efficient management of the school.

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| ***‘Aiming High Reaching All’******The Aspire Federation***The Aspire Federation is a partnership of two special schools, Landgate School & College and Oakfield High School & College.Our federation ethos “Aiming High, Reaching All” emphasises our commitment to ensuring that learners have every opportunity to develop their personal and social skills to the maximum. ***Landgate School***Landgate School / College is an expanding specialist provision for children with autism, some with challenging behaviour, ages 4-19 years and provides for up to 108 learners. The school has a borough – wide catchment area. Some learners may also have medical conditions that affect their ability to learn.**Oakfield High School & College**Oakfield High School / College provides for up to 275 mixed secondary aged learners from 11 – 19 years with complex learning difficulties. The learners have a range of difficulties including severe and moderate learning difficulties with associated behavioural problems. Some learners may also have medical conditions and / or physical disabilities that adversely affect their ability to learn. It is an essential requirement that all post holders at The Aspire Federation are committed to working co-operatively and collaboratively in order to create an ethos in which all learners, commensurate with their needs and abilities:* develop a healthy lifestyle, and develop a positive self-image
* feel safe at the School,
* enjoy their education, and achieve the highest standards
* are able to be positively involved in the wider community, and recognise their rights and responsibilities
* are equipped with the skills, knowledge and understanding to enter the world of work.

**Please be advised that although initially based at a specific site the post holder may be required to work across both the Federated Sites.** |

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| **Main Areas of Responsibility:** |
| * to consistently implement all school policies,
* to engage and inspire learners in teaching, learning and assessment to achieve their aspirational challenging targets
* to effectively communicate, engage and support parents, carers and volunteers
* to contribute timely to the production of reports to parents/carers on learners’ attainment, progress and personal development
* to be technologically literate
* **The Post Holder will be expected to contribute to:**
* the achievement of high standards and expectations for all learners
* continuous whole school improvement
* school improvement planning, by identifying strengths and areas for development and recommending appropriate action
* the timely and effective collection, input and analysis of data relating to learner progress to identify trends, strengths and areas for development
* the monitoring and the evaluation of assessment and the planning and implementation of appropriate action
* the reporting of learner attainment identifying barriers to learning and recommendations for support and improvement
* whole school, department and subject self-evaluations including Ofsted by providing judgments and supporting evidence
* the development, implementation and planned review of Schemes of Work
* providing continuity and progression for all learners through collaborative working
* individualised approaches to teaching, learning and assessment
* the setting of aspirational challenging targets for all learners
* an individualised curriculum offer for all learners
* the implementation of agreed improvements resulting from self-evaluation
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| * ensuring that appropriate and sufficient resources are available to support the delivery of the curriculum
* the effective use of Support Staff through joint planning, outstanding classroom practice and ithe evaluation of outcomes
* the effective liaison with the Senior Leadership Team, Departmental Leaders, Subject Co-ordinators and Higher-Level Teaching Assistants to promote high standards, expectations and the well-being of learners
* strategies to positively and productively involve parents/carers, the wider community, and the business community in the life of the school
* positive behaviour for learning, allowing the focus of effective teaching and learning to take place
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Appointment Criteria / Person Specification **(Application / Interview / Reference / Certificate)**

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| **Personal Attributes Required** | **Essential (E) Or Desirable (D)** | **Method of Assessment** |
| **Qualifications/Training**Qualified Teacher Status Successful Experience of teaching learners with SEN | EE | A/I/RA/I/R |
| **Experience**A high standard of classroom practiceEvidence of appropriate Continuous Professional DevelopmentAwareness of current issues in education in generalAwareness of current issues for SEND learners | EEED | A/I/RA/I/RA/I/R |
| **Skills/Knowledge/aptitudes**Ability to offer a range of subjectsOutstanding assessment skills | EE | A/I/RA/I/R |

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| Self-evaluation skillsOutstanding interpersonal skillsOutstanding Communication skillsAbility to think analytically | EEEE | A/I/RA/I/RA/I/RA/I/R |
| **Legal Issues**Legally entitled to work in the UK | E | A/I |