



JOB DESCRIPTION

Post Title: KS3-4 Class Teacher (permanent).

Required for: September 2026.

Experience/expertise in: SEND, Autism.

Scale: MPS + 1 SEN allowance

JOB PURPOSE

- To coordinate, plan, implement and deliver an appropriate and adaptive curriculum for all pupils.
- To develop and support Mathematics and English throughout the school.
- To contribute to raising standards of pupil attainment.
- To monitor and assess pupil progress to improve their quality of learning, behaviour, personal development and growth.
- To undertake the professional duties outlined above by having regard to the Teachers Standards.

CORE RESPONSIBILITIES

1. Role model the ethos, vision and core values of the school.
2. To play a full part in the life of the school community, to support its distinctive ethos, values, vision and to encourage staff and pupils to follow this example.
3. To teach pupils assigned and to ensure that planning, preparation, recording, assessment, accreditation and reporting meet their varying learning, social and communication needs.
4. To coordinate the development of curriculum resources, schemes of work, marking policies and teaching strategies within the school.
5. To ensure the effective and efficient use of any staff who support the delivery of teaching of and learning.
6. To set targets for pupils learning based on prior attainment.
7. To devise, contribute to and implement statutory assessment, annual reviews and Short Term Outcomes within an Education Health and Care Plan.
8. To implement and follow school policies and procedures as approved by the Head Teacher, Leadership Team and Governors.
9. To review the development and management of activities relating to the organisation and pastoral functions of the school.
10. To carry out a share of supervisory duties in accordance with published rosters.
11. To take part in community and liaison activities such as Open Evenings, Parents/ Carers Evenings and liaison with Partner Schools.
12. To communicate, as appropriate, with the parents/carers of pupils and external agencies.
13. Consult with staff over individual pupils and co-operate with agreed courses of action.

14. Provide an appropriately stimulating classroom environment where resources can be accessed by all pupils.
15. To be responsible for the condition of the teaching space used and report any damage to fixtures or fittings to the appropriate person.
16. To use technology to support learning and teaching and raise standards.
17. To participate and engage with the Performance Management Process.
18. Maintain good order and discipline in accordance with the schools Behaviour Policy.
19. To maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school.
20. To maintain an accurate register of pupils attendance.
21. To participate in arrangements and opportunities for continuous professional development.
22. To attend and participate in all relevant meetings.
23. To support the school in meeting its legal requirements for worship.
24. To comply with the schools Safeguarding, health and safety policy and undertake risk assessments as appropriate.
25. To ensure the personal care and hygiene of pupils are met and to participate in appropriate training.
26. To lead and effectively manage Teaching Assistants in order to develop an ethos of collective ownership to secure improvement.
27. To be prepared to teach across the range of age and need within school.
28. Any other duties commensurate with the role which support the aims of the school and purpose of the post.

SUPERVISION AND GUIDANCE:

- To be responsible to the Head Teacher and Governors of the school through the schools leadership and management structures.
- To be entitled to administrative and non-teaching support in reference to the National Workload Agreement, and to ensure the post holder has an appropriate work / life balance.
- To receive appropriate support through schools performance management processes, Teachers Standards and access to continuing professional development.

TEACHER PERSON SPECIFICATION				
Attributes	Essential	How Tested	Desirable	How Tested
Qualifications / Training				
Education	Qualified teacher status	LA	A degree or equivalent. Higher degree qualification, Post graduate SEND courses.	LA
Professional Development	Evidence of sustained participation in CPD, especially special educational needs programme or similar. Trained in or willingness to train in Communication, Autism strategies and approaches.	LA	Participation in work with other schools/agencies. Evidence of CPD in curriculum leadership. Experience of leading CPD activities for others. Experience or expertise in leading a curriculum or SEND area.	LA
Experience				
Teaching	Successful and sustained teaching experience, across relevant Key Stages. Able to manage pupil behaviour effectively. Delivery of a high quality core curriculum in order to sustain progress.	LA LA / I	Evidence of curriculum leadership and development. Experience of successful teaching of pupils with a wide range of SEND. Experience of a wider range of schools and other educational establishments.	LA LA / I LA/I
Resources	Experience of managing and/or co-ordinating a classroom staff team. Experience of managing teaching resources including providing an appropriately stimulating classroom.	LA / I LA / I	Experience of managing a budget for a curriculum area. Experience or expertise in managing a	LA LA

			budget in a curriculum or SEND area.	
Knowledge and Understanding				
National Framework	Awareness of Education Acts and SEND Code of Practice. OfSTED awareness. Awareness of current developments in Education and the implications of these. Understanding of conduct of performance management. Understanding of workforce reform and its impact.	LA / I LA / I LA / I LA / I	Recent experience of an OfSTED inspection and its follow up. Able to contribute to CPD, particularly curriculum, SEND and Social, Communication Difficulties.	LA / I LA / I
Teaching and Learning	Practical understanding of effective teaching and evaluation strategies. Knowledge and understanding of the relevant curriculum requirements. Understanding of actions to be taken to promote racial harmony, equality, diversity and prepare pupils to live in a culturally diverse society. Understanding of Spiritual Moral Social and Cultural development.	LA / I LA / I LA / I LA / I	Experience of monitoring and evaluating teaching. Understanding / experience of pupils with a wide range of SEN, physical and behavioural difficulties. Experience of implementing strategies to promote racial harmony and understanding, and deliver SMSC development. Successful and wide range of SEN teaching approaches e.g. Zones of Regulation, Communication boards Sensory profiling. Use of assessment / analysis tools. Knowledge of MLD, SLD, Autism Knowledge of SEND strategies.	LA / I LA / I LA/I LA/I LA/I
Standards	Awareness of the characteristics of an effective school.	LA / I	Involvement in school improvement work. Awareness of characteristics of an	LA / I LA/I

	Awareness of strategies to raise pupil achievement and support regulation of behaviour through the Zones of Regulation. Understanding of how to set targets.	LA / I LA / I	effective special school. Understanding of how Mathematics, English + second subject can contribute to raising standards.	LA / I
National Curriculum	Understand the planning of the National Curriculum, including assessment, recording and reporting.	LA / I	Experience of planning the curriculum relevant to the age range of the school. Experience of adapting the National Curriculum to meet the needs of pupils with a wide range of SEND. Experience of planning a curriculum area for the range of pupil needs at Greenbank.	LA / I LA / I LA / I
Parents and Community	Understand the role which can be played by parents and the community in raising standards.	LA / I	Experience of working directly with parents to raise standards and involvement with the local community.	LA / I
Governance	Awareness of the role of Governors.	LA / I	First-hand experience of working with Governors.	LA / I
Skills				
Leadership and Management	Able to lead and manage a class team effectively. Able to motivate pupils and staff, setting high standards and provide a focus for improvement. Able to support curriculum development (Mathematics, English + Second subject).	I I LA / I	Personal impact and presence. Able to support curriculum development (Mathematics, English + second subject) or an area of SEN	LA / I LA
Relationships	Able to establish and develop good relationships with all involved in the school.	I		

	<p>Ability to work effectively as a team member and manage Teaching Assistants effectively in a range of settings.</p> <p>Commitment to the school's wider community and Children's Services.</p>	<p>I</p> <p>I</p>		
Interpersonal and Communication Skills	<p>Ability to communicate effectively in writing and orally. Competent in the use of ICT.</p> <p>Flexible and approachable.</p> <p>Resilient under pressure.</p> <p>Able to deal sensitively with people and resolve conflicts.</p>	<p>LA / I</p> <p>I</p> <p>I</p> <p>I</p>	Positive and energetic approach to work.	I
Attitudes				
Educational Philosophy	<p>A commitment to raising achievement through partnership with parents, educational services and other agencies.</p> <p>A determination to progress school improvement and a desire to fulfil each child's potential in school and residential.</p>	<p>I</p> <p>I</p>	An understanding of the way schools can promote values and a moral code.	I
Staff Development	Committed to the development of self and all staff, teaching and non-teaching.	I	Involvement in establishing a staff development programme, Particularly in Mathematics, English + second subject or SEN area.	LA / I
Equal Opportunities	<p>A Commitment to equality of opportunity.</p> <p>Commitment to race and gender equality and community cohesion.</p>	<p>I</p> <p>I</p>	Experience of implementing strategies for community cohesion. Understanding of the need to promote positive role models.	<p>LA / I</p> <p>I</p>

Circumstances				
Personal	No access to holiday leave during term time. Must be legally entitled to work in the UK [Asylum and Immigration Act 1996] No contra-indications in personal background or criminal record indicating unsuitability to work with children and young people; vulnerable clients or with finance.	I LA / I LA / I		
Physical / Sensory	Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. Ability to cope with requirements of the post which may include working with pupils who have challenging behavioural difficulties associated with learning disabilities and/or physical difficulties.	LA / I LA / I		

LA - Letter of Application
I - Interview and other activities