

JOB DESCRIPTION

Job Title: Class Teacher KS2 Intervention and SEN Support teacher

Pay Range: Teachers pay scale plus TLR pro-rata for SEN part of role

Responsible to: The Headteacher/Academy Council.

JOB PURPOSE:

- To ensure high quality education for all pupils in a designated class
- To carry out the professional duties of a teacher as circumstances may require in accordance with the school's policies under the direction of the Headteacher.

KS2 Intervention Teacher – 3 days per week

- Plan and deliver KS2 intervention sessions and tutoring programmes
- Respond to assessment data in collaboration with year group teams to ensure that gaps in learning are addressed and progress is accelerated
- Undertake regular monitoring and assessment of pupils within intervention groups to ensure support remains relevant to specific needs
- Regularly feedback to and engage in discussions with teaching teams across KS2
- Be aware of targets on individual provision maps in order to ensure interventions are relevant to all needs including SEND

SEND Support teacher – 2 days per week

- Demonstrate an interest and a willingness to develop and understanding of effective SEND provision
- Be proactive in seeking continuing CPD to support ongoing work within the field of SEND
- Work with support from the SENDCo to undertake targeted intervention for children with identified SEND, particularly those with Speech, Language and Communication needs, Cognition and Learning Needs and those with SEMH needs
- Support the SENDCo with referrals to external agencies such as Autism Advisory Teaching Service and Early Help Assessments
- Work alongside the trust Community Engagement Officer and school SENCO to support families as necessary
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AREAS OF RESPONSIBILITY AND KEY TASKS Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge all pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting individual pupils clear targets regularly that build on prior attainment
- Identifying SEN or very able pupils
- Identifying termly any pupils who are vulnerable and communicating them through the school system
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Carry out and make use of termly assessments to ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time

- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Use a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically using the school system and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports and to parents both verbally and in written form

Curriculum Development

- Have lead responsibility for a foundation subject or aspect of the school's work (when required) and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Participate in the Innovate Programme through joining working groups
- Contribute to the whole school's planning activities

Working Relationships

- Achieve constructive working relationships with all staff.
- Direct, organise and manage the work of support staff within the classroom ensuring their effective and efficient deployment
- Liaise effectively with colleagues to ensure the successful transition of pupils through the school.
- Build and maintain co-operative relationships with parents and carers.

Other Professional Requirements

- Evaluate own teaching critically to improve effectiveness
- Take responsibility for one's own professional development including knowledge of school policies and procedures.

- Keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- Undertake break time and before school duties as directed to ensure the smooth running of the school.
- Participate in performance management through the setting of personal targets and monitoring of performance as set out in the Teachers' Pay and Conditions.
- Keep up to date and further your knowledge of Education through personal research, reading, observation and coaching opportunities.
- Take on any additional responsibilities which might, from time to time, be determined
- Carry out the duties above and conduct yourself in a professional way.
- Adhere to all school policies and procedures

Personal & Professional Development

- Attend and participate in relevant meetings as required;
- Participate in training, other learning activities and performance development;
- To actively look for and participate in initiatives and opportunities to promote your own personal & professional development;

Confidentiality and Data Protection

- 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 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this;
- Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person;
- Be aware of all documents produced during the time at the school remain the commercial documents of the school;

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by their Head Teacher/Line Manager commensurate with the skills, abilities and grade of the post. This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

To be alert to issues of child protection, ensuring that the welfare and safety of children attending the School/Nursery is promoted and safeguarded and to report any child protection concerns to the person responsible for child protection 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, KCSIE, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

Lime Trust Class teacher Person Specification

		Essential/ Desirable	Shortlist	Interview	Task / Presentation
Qualifications, skills and experience	Appropriate degree qualification, Qualified Teacher Status, DfE number	E	✓		
	Recent and relevant attendance on training and/or professional development	D	✓		
	An understanding of current research into teaching and learning	E	✓	✓	✓
	Effective interpersonal, communication and presentation skills; both written and oral; including IT skills	E	✓	✓	✓
	Ability to manage time well and work under pressure to deadlines	E	✓	✓	✓
Qualities and Knowledge	Ability to provide clear educational direction with a moral purpose and lead by example	E	✓	✓	✓
	Ability to form and maintain appropriate professional relationships with children and young people	E	✓	✓	✓
	Understanding of and strong commitment to safeguarding and child protection	E	✓	✓	
	An understanding of the target setting process	E	✓	✓	
	Successful experience of creating and maintaining effective partnerships with all stakeholders.	E	✓	✓	
	Knowledge of current statutory requirements and educational developments towards a world-class education	E	✓	✓	✓
Pupils and Staff	Ability to motivate pupils in our school community	E	✓	✓	✓
	Understanding of the principles of effective	E	✓	✓	✓

	teaching and learning and the ability to promote a culture of learning in the classroom				
	Successful experience of monitoring, evaluating pupil outcomes and effective and active communication with parents	E	✓	✓	
	Ability to offer extra-curricular activities	D	✓	✓	
	Ability to create and maintain an environment which promotes good behaviour, discipline and celebrates success, reducing inequalities and promoting social inclusion	E	✓	✓	✓
	Understanding of the role and impact of assessment in children's learning	E	✓	✓	✓
Systems and process	Ability to work in partnership with colleagues and the governing body	E	✓	✓	
	Ability to collect, analyse and use data on pupils' progress and performance to raise standards, using appropriate systems including ICT	E	✓	✓	
	Ability and commitment to implement the school moral purpose, acting as a positive role model for pupils	E	✓	✓	✓
The self-improving school	Ability to communicate effectively orally and in writing with all stakeholders.	E	✓	✓	✓
	Demonstrate a positive attitude to learning and a commitment to in-service training and personal development	E	✓	✓	