

## **Job Description for the Post of Class Teacher, Brantridge School**

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### ***Job Purpose:***

To fulfil the professional responsibilities of a Class Teacher in accordance with the School Teachers' Pay and Conditions Document 2006 (or any subsequent revisions). The post holder will be responsible for planning, delivering and evaluating high-quality teaching and learning for a designated class, creating a safe, structured and supportive environment that enables pupils to make progress academically, socially and emotionally. The role includes working collaboratively with colleagues and support staff to ensure all pupils are supported to achieve their full potential.

### ***Key Accountabilities:***

- Teaching & Learning
- Curriculum Development
- Assessment and Pupil Progress • Behaviour Management
- Multi-disciplinary working
- Opportunities for personal and academic growth
- Other

### ***Key Responsibilities:***

#### **1. Teaching and Learning**

- To take responsibility as a Class Teacher for a class group.
- To take a full part in the teaching of pupils according to the published timetable.
- To produce specific educational programmes for pupils, to ensure that lessons are well prepared.
- To ensure a high-quality learning experience for pupils and demonstrate high expectations for pupils learning.
- To use a variety of delivery methods which stimulate learning appropriate to pupil needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour and standards of work.
- To mark, level and give written / verbal feedback.
- To consult with the Headteacher and the Senior Leadership Team and others on matters of education.
- To take part in liaison activities such as open days, review days and liaison events with other schools.
- To embed English, Maths and Computing throughout the curriculum.
- Participating in and organising extracurricular activities, such as outings, social activities and sporting events.
- Supervise the work of teaching assistants and support the work of trainee teachers and newly qualified teachers (NQTs) where required.

#### **2. Curriculum Development**

- To have responsibility for the development and leading a curriculum subject within the school in line with the requirements of the National Curriculum.
- To lead the development of appropriate syllabuses, resources, schemes of work, assessment and teaching strategies within the designated Curriculum area.
- To work with colleagues to formulate aims and objectives for the Curriculum area which have coherence and relevance to the needs of the pupils and the aims and objectives of the school.
- To take responsibility for the ordering and control of materials and equipment for the Curriculum area.
- To participate in the monitoring and evaluation of the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek and implement modification and improvement where required within the curriculum area.
- To contribute to the development of effective subject links with external agencies.

### **3. Assessment and Pupil Progress**

- Make accurate and productive use of assessment to inform teaching and to evaluate pupil progress.
- To track pupil progress and ensure that adequate records of pupils' progress are maintained and use the information to inform teaching and learning.
- To undertake assessment of pupils as requested by external examination bodies, and school procedures.
- To contribute to the Annual of Review of Statement of Special Educational Needs.
- To produce half-termly, termly and annual reports on pupil progress.
- To maintain appropriate records and to provide relevant, accurate and up-to-date information for management information systems.

### **4. Behaviour Management**

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Manage pupil behaviour in the classroom and on school premises and apply appropriate and effective behaviour management strategies.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage all staff and pupils to follow this example.

### **5. Multi-disciplinary working**

- To form professional working relationships with all staff in school and with external agencies who contribute to the child's care and educational needs.
- Where appropriate, to communicate and cooperate with persons and bodies outside the school in accordance with school and company policy.
- To form effective and productive working relationships with parents and carers as appropriate.
- To actively promote the school and company corporate policies.
- To ensure the effective / efficient deployment of classroom support.
- Participate in departmental meetings, parents' evenings and whole school training events.
- Liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers and therapists.

### **6. Continuing Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

### **7. Other**

- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- To work as a member of the staff team to contribute positively to effective working relationships within the school.
- To carry out such other duties as could be expected of the Schoolteacher in a Special School.
- To undertake any other duties as specified by STPCB not mentioned above

#### ***Additional notes***

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities

### **Person Specification for the Post of Class Teacher, Brantridge School**

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

<b>Area</b>	<b>Requirements</b>	<b>Essential/Desirable</b>
<b>Qualifications</b>	Qualified Teacher Status (QTS) or equivalent recognised teaching qualification.	Essential
	Degree or equivalent qualification relevant to teaching.	Essential
	Additional qualification or training in Special Educational Needs (SEN), SEMH, Autism or behaviour support.	Desirable
	Evidence of recent relevant professional development.	Desirable
<b>Experience</b>	Experience of teaching within a primary or special school setting.	Essential
	Experience of planning and delivering differentiated lessons to meet a range of learning needs.	Essential
	Experience of assessing pupil progress and using assessment to inform teaching.	Essential
	Experience of working collaboratively with support staff.	Essential
	Experience of working in a special school or alternative provision.	Desirable
	Experience of working with pupils with SEMH needs, Autism Spectrum Conditions or additional learning needs.	Desirable
	Experience of working with EHCPs and contributing to annual reviews.	Desirable
	Experience of leading a curriculum subject or area.	Desirable
<b>Knowledge &amp; Understanding</b>	Good understanding of effective teaching and learning strategies.	Essential
	Knowledge of behaviour management strategies that support positive outcomes for pupils.	Essential
	Understanding of safeguarding and child protection responsibilities within a school setting.	Essential
	Knowledge of the National Curriculum and assessment practices.	Essential
	Knowledge of trauma-informed practice or therapeutic approaches.	Desirable
	Knowledge of strategies to support pupils with SEMH needs.	Desirable
	Understanding of multi-agency working and external support services.	Desirable
	Experience of adapting curriculum to meet individual pupil needs.	Desirable
<b>Skills &amp; Abilities</b>	Ability to plan, deliver and evaluate engaging and inclusive lessons.	Essential
	Ability to build positive and respectful relationships with pupils.	Essential
	Strong classroom management and behaviour support skills.	Essential
	Good organisational, communication and interpersonal skills.	Essential
	Ability to work collaboratively with colleagues, families and external professionals.	Essential

	Ability to lead a curriculum subject or contribute to curriculum development.	Desirable
	Ability to support and guide teaching assistants effectively.	Desirable
	Experience of working within a multidisciplinary team.	Desirable
<b>Personal Attributes</b>	Patient, resilient and calm when working with pupils who may present challenging behaviour.	Essential
	Commitment to inclusive education and improving outcomes for pupils with additional needs.	Essential
	Flexible, adaptable and able to respond to the changing needs of pupils.	Essential
	Positive attitude and willingness to contribute to the wider life of the school.	Essential
	Commitment to safeguarding and promoting the welfare of children and young people.	Essential
	Commitment to developing expertise in special educational needs and SEMH provision.	Desirable

*Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.*

*Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*