**Oak Field School**

**CLASS TEACHER – Main Professional Scale/UPS + 1 SEN point**

**Job Description**

**Context of the Post**

Oak Field School is a large Special School for 168 children and young people aged 3-19 with a wide range of learning difficulties and/or physical difficulties, including SLD, PMLD, ASD and CLDD; some of the pupils also have complex health needs, sensory needs and/or challenging behaviours linked to disability. We are committed to the development, achievement and wellbeing of the whole school community and to the provision of world class education in a 21st Century school. As such, the post holder will be expected to support the ethos of commitment, challenge and a “can do” philosophy. The post holder will be expected to keep abreast of local and national issues, which affect the education, health and wellbeing of pupils and the wider lives of their families. The post holder will also be expected to be innovative and open to new ideas and approaches. They must have an absolute commitment to their own professional development and to that of colleagues.

The post holder will have responsibility for a class and for leading a subject area throughout the school. Class teaching groups are reviewed annually, both to meet the needs of the school and as part of ongoing CPD. From time to time, and by negotiation, the subject leadership area might also be reviewed, for the same reasons.

The post holder will line manage a team of classroom support staff (Teaching Assistants, Pupil/Student Assistants and Health Care Assistants). They will also be expected to liaise effectively with the wider multi-disciplinary team (eg Teachers of VI and HI, Physiotherapists, Occupational Therapists, Speech and Language Therapists, and the Complex Health Needs Team, as appropriate), to ensure the pupils’ learning, behaviour, health and care needs are met and managed effectively.

**Main Purpose of the Post**

In addition to the professional responsibilities which are common to all teachers (see the Teachers’ Standards and the School Teachers’ Pay and Conditions Document), the post holder’s key accountability is for raising the standards of teaching, learning, achievement and attainment within their class; they will also be responsible for the leadership of a designated subject area.

**Professional Responsibilities**

The post holder will be expected to exercise their professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

**Teaching and Learning**

* Demonstrate sound knowledge and understanding of the EYFS, National and Post 16 curriculum as appropriate, to meet the changing needs of the pupils.
* Develop an effective class curriculum and timetable, in collaboration with Phase leadership and other colleagues, as appropriate.
* Ensure effective teaching of whole classes, groups and individual pupils so that teaching and learning objectives are met, pupil engagement and learning time is maximised, and pupils make progress which is at least good.
* Use teaching strategies and resources which engage and sustain pupil interest, stimulating their intellectual curiosity; this to include clear presentation, effective questioning and response, and effective use of a wide range of multi-sensory, IT and other resources, as appropriate.
* Set high expectations for pupil behaviour, maintaining good standards of behaviour through

well-focused teaching and learning and through positive and productive relationships. This to include developing effective behaviour management strategies and, where appropriate, ensuring physical intervention methods are used in line with school policy and practice.

**Planning, Target-Setting and Pupil Progress**

* Identify clear learning objectives, and develop lesson structures and content appropriate to the subject and pupils being taught.
* Set clear and challenging targets for pupils’ learning, taking in to account their motivation, and building on prior attainment.
* Ensure that there is clear differentiation and personalisation in lesson content and delivery, being particularly mindful of the wide range of learning, behaviour, health and care needs of the pupils.
* Ensure that the pupils have varied opportunities to develop their independence, choice-making and personal, learning and thinking skills across the curriculum.

**Assessment and Evaluation**

* Use an appropriate range of assessment tools eg *Classroom Monitor* to assess and evaluate how well class and individual pupils have achieved, and use these assessments to inform future teaching.
* Ensure that the pupils have varied opportunities to contribute to self and peer evaluation of their learning.
* Ensure that the pupils and their families are fully engaged in the Statutory Assessment (EHCP) and Annual Review process, both through well-prepared documentation and person-centred review meetings which focus on pupil voice

**Pastoral Responsibilities (PSHE and Citizenship)**

* Create a safe learning environment in which pupils can thrive
* Prepare pupils with the skills and knowledge to stay safe
* Promote health education and healthy life styles
* Develop effective Behaviour Management strategies so that effective learning can take place, according to school policy.
* Ensure close working partnership with school colleagues and other agencies to support transition whether that is from one class/phase to another, or beyond school.
* Monitor pupils’ attendance and the impact of this on progress, and ensure prompt intervention and action as appropriate.
* Work closely with the families of pupils within the class, liaising with the Family Support Officer and other agencies as appropriate
* Ensure the school’s Safeguarding policy and practice is upheld
* Ensure the school’s Health and Safety policy and practice is upheld

**Relationships with Parents/Carers and the Wider Community**

* Establish effective communication with parents/carers, including face-to-face, telephone and home-school diary contact, as appropriate.
* Provide opportunities for pupils to make a positive contribution to their school, local and wider community.
* Provide opportunities to develop pupils’ understanding by relating their learning to real and work-related examples, recognising that learning also takes place outside the school context.
* Liaise effectively with outside agencies responsible for pupils’ welfare.

**Managing Resources**

* Select and make good use of learning resources including IT which enable learning objectives to be met.
* Ensure that the classroom is a safe learning and working environment in which H+S risks are properly assessed and monitored, upholding school policy and liaising with colleagues as necessary.

**Managing and Developing Staff and other Adults**

* Manage Teaching Assistants, Pupil/Student Assistants, Health Care Assistants, trainees, work experience students and volunteers efficiently and effectively in the classroom to ensure that the learning, behaviour, health and care needs of the class group and individual pupils are met and supported.
* Establish effective and collaborative working relationships with professional colleagues including multi-disciplinary team colleagues and other agencies, as appropriate.
* Act as a positive role model, promote teamwork, and motivate staff to ensure effective working relations within the class and the wider Phase/school.
* Identify key CPD needs within the class team and ensure that these are met through further training, coaching and mentoring etc, as appropriate.

**Subject Leadership and Budget Accountability**

* Develop/review the subject policy in the spirit of National Strategies and local initiatives, to ensure curriculum continuity and progression and to meet the changing needs of the pupils; this to include active liaison with appropriate colleagues
* Establish and implement clear practices for assessing, recording and reporting on pupil achievement in the subject, in line with school policy. This to include effective and robust assessment data analysis, target-setting, progress monitoring and intervention, to maximise pupil attainment.
* Monitor and evaluate the planning, teaching and assessment of the subject across the school, eg via lesson observation, scrutiny of planning and pupils’ work, and moderation, to ensure that pupils across the school consistently make progress in the subject which is at least good.
* Keep abreast of new curriculum thinking, teaching strategies and awards/accreditation, ensuring that colleagues are aware of these and supporting them to identify and pursue their own training needs in this subject.
* Identify learning resource need for the subject and agree a budget with the Headteacher to develop this; this to include identifying staff CPD need and ensuring this is addressed
* Ensure the effective and efficient management, organisation and use of learning resource and monitor the availability, storage and use of this.
* In consultation with the SLT, formulate a strategic action plan in line with the school’s SDP and implement the processes by which this will be monitored and evaluated.
* Provide self-evaluation information for the purpose of the whole school SEF.
* Use briefings, meetings and the school’s intranet to disseminate information.
* Liaise with Governors as appropriate, keeping them informed of strategy, new initiatives, curriculum development and pupil progress within the subject.
* Keep up to date with research and developments in the subject, eg through LA/NST networks, and local, regional and national training.

**Wider school responsibilities**

* Contribute to the effective delivery of the school’s vision and strategic development
* Lead KS assemblies and at least 1 whole-school assembly each year.
* Participate in the interview process for teaching and other posts as required
* Participate in the school’s ITT and NQT/RQT programme as required
* Lead/support school visits and residentials, both within the designated phase and in the wider school.
* Lead by example in supporting whole school events such as student performances, Family Fun Days, Friends of Oak Field and fund-raising events, and actively encourage and support class team members to follow this lead.
* Contribute to the development of effective curricular and enrichment links with partner and campus schools and the community, including attendance where necessary at network, liaison and other events in partner schools and the effective promotion of the school in the wider community, as appropriate.
* Contribute to school liaison and marketing activities e.g. the collection of material for press releases, as appropriate.

**Manage own Performance and Development**

* Take responsibility for own professional development and keep up to date with research and developments, especially in the phase and area of learning difficulty in which currently teaching.
* Evaluate own teaching critically, act on guidance and feedback and use this to improve own effectiveness.
* Set a good example to the pupils in own presentation and personal conduct.
* Share responsibility for the implementation of school policies and practice.

**Responsible to:** Phase Leader, Deputy Headteacher, Headteacher

**Salary: Main Scale/UPS (as appropriate) + 1 SEN Point**

Reviewed: March 2020