

## Job Description – Class Teacher

<b>Job Title:</b>	SEN Class Teacher
<b>Salary/Range:</b>	Main Scale/Upper Pay Scale + SEN Point
<b>Location:</b>	School-based
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Class based support staff
<b>Important Functional Relationships: Internal/External</b>	Other school and trust staff, parents/carers, visiting professionals, local authority officers

### Expectations of the Postholder:

The post holder is required to undertake the following duties for which in the context of a school for pupils with severe learning difficulties and SEN point 1 will be paid. A second SEN point will be awarded after one year or on appointment based on sufficient experience of teaching pupils of Severe learning difficulties to merit this.

Enable Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment.

### Main Purpose

The teacher will:

- fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and meet the expectations set out in the Teachers' Standards.
- carry out the professional duties of a teacher, secure high-quality teaching and learning, effective resources and improved achievement and outcomes for all pupils
- create a positive ethos for learning and ensure a pastoral ethos in accordance with the core values of the school and trust.
- ensure every child has access to high quality teaching and learning and have a strong commitment to raising standards and educating the whole child,

### Key Responsibilities

- Develop and adapt teaching methods and learning activities to meet the individual needs of the pupils in accordance with their EHCP and to ensure pupil progress is made.
- Produce a timetable, under the guidance of the Headteacher and plan appropriate lessons that deliver a broad and balanced curriculum.

- Effectively write and implement the school's schemes of work in to ensure pupil progression through the key stages of the curriculum and to organise teaching and learning experiences for pupils which differentiates work for them within the context of these schemes.
- Where necessary, assist pupils to manage their own behaviours and engender those qualities that the school identifies as important.
- In specific relation to children who may exhibit aggressive or challenging behaviour to themselves or others, follow the written behaviour management programmes and record any incidents, in accordance with those programmes.
- Demonstrate a consistently high standard of classroom management and practice and teach within the framework of the school policies and guidelines.
- Lead, organise and direct class support staff.
- Take responsibility for assessment and monitoring of pupil development, using the school's systems and frameworks and reporting formally and informally on pupil progress.
- Implement and evaluate curriculum, behaviour support plans, and assessment tools by keeping appropriate records and referring continuously to both EHCP and academic progress.
- Promote good communications with parents/carers.
- Attend regular class and school meetings as required.
- Undertake work-based risk assessments and fully implement strategies designed to effectively manage risk.
- Understand and implement the duties and responsibilities arising from the Children Act 2004 and the Equality Act 2010.

### **Safeguarding**

Safeguarding and child protection have the highest possible profile across our Trust. All post holders have a responsibility to ensure children and young people are protected from harm. In order to fulfil this requirement the post holder must:

- Be subject to an enhanced Disclosure and Barring Service (DBS) check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.
- Complete an induction which includes safeguarding and child protection procedures and guidance.
- Promote and safeguard the safety and welfare of children in accordance with the trust's Safeguarding and Child Protection and Behaviour Management policies.

- Behave in a way which fully promotes the school and trust's safeguarding ethos. The post holder will be expected to act as an adult role model and support school policies when dealing with pupils or visitors to the school.
- Undertake regular training organised by/for the school/trust in relation to safe handling of children and safe management of children who may exhibit challenging behaviour and operate according the school and national procedures in relation to this, taking guidance from staff that hold specific responsibilities for these areas.
- Report any concerns regarding safeguarding and child protection to the Designated Safeguarding Lead immediately.

### General

- To undertake professional development and enhance subject and specialist knowledge as appropriate.
- The post holder has a responsibility for their own health and safety at work and that of others ensuring they have received adequate training for any activities they undertake as part of their job role.
- To make a positive contribution to the life of the school and the trust.
- To carry out other appropriate activities as directed by the Headteacher.
- To be accountable to the Headteacher in all of these aspects.

### Core Expectations

- Staff should recognise that as the Trust develops, job roles may need to change focus and job descriptions will be reviewed accordingly. Staff need therefore to be flexible in their approach to accommodate the changing needs of the Trust and to participate fully in professional development which supports this.
- All staff in Enable Trust must adhere to and actively support school and trust policies.

### Special Notes or Conditions

- This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive definition of the post but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

## Person Specification

Essential	Desirable	Evidence From
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>• A relevant bachelors degree</li> <li>• Qualified teacher status</li> <li>• Evidence of CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant training in SEND and autism/ communication and interaction needs</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Certificate</li> </ul>
<b>Teaching Experience</b>		
<ul style="list-style-type: none"> <li>• Teaching learners of different ages with a range of special education and learning needs</li> <li>• Evidence of outstanding teaching practice</li> <li>• Teaching Literacy and Numeracy to pupils with SEND</li> <li>• Expertise in enabling SEND pupils to develop their communication, personal, emotional and social skills</li> <li>• Ability to monitor, assess, record and report students progress</li> <li>• Ability to motivate, engage and inspire pupils with a wide range of needs and abilities</li> <li>• Effective teaching and learning strategies that meet individual needs including the use of Assessment for Learning and Engagement in Learning</li> <li>• Experience of directing and working collaboratively with support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in an SEN school or SEN resource base</li> <li>• Contributing to/writing EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Supporting statement</li> <li>• References</li> <li>• Interview</li> </ul>
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>• The theory and practice of personalising learning to effectively meet the needs of individual students.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress</li> <li>• The statutory requirements regarding Equal Opportunities, Health &amp; Safety, SEN and Child Protection. Knowledge, understanding of, and enthusiasm for child development, including language development.</li> </ul>	<p>Understanding of the needs of pupils with Severe, Profound and Multiple Learning Difficulties and Autism</p> <ul style="list-style-type: none"> <li>• The use of technology for student learning and in enabling access to teaching, learning and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Statement</li> <li>• Interview</li> </ul>

Essential	Desirable	Evidence From
<p><b>Personal Attributes and Skills</b></p> <ul style="list-style-type: none"> <li>• Effective communication both written and verbal including emotional literacy</li> <li>• A commitment to promoting professional standards</li> <li>• Able to develop strong professional working relationships and work in a team</li> <li>• Ability to form effective relationships with pupils, parents, staff and other members of the school community</li> <li>• Solution focussed approach to challenge</li> <li>• Excellent behaviour management and the ability to manage stressful and challenging situations in a calm and controlled manner</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Good IT skills</li> <li>• Reliability and integrity and a commitment to maintaining confidentiality at all times</li> <li>• Use of effective strategies to monitor and motivate learning.</li> <li>• Able to create a calm, positive, yet challenging and effective learning environment.</li> <li>• Approachable, patient and empathetic.</li> <li>• Highly organised, yet adaptable and flexible to change</li> </ul>		<ul style="list-style-type: none"> <li>• Supporting statement</li> <li>• References</li> <li>• Interview</li> </ul>