Learning in Harmony Trust

Job Description

Job Title	Teacher
Pay scale	**M1 – UPS3 Plus 1/2SEN points (Outer London)**
Location	**Joseph Clarke School**
Responsible to	**Vice Principal**
Purpose	• To deliver high quality teaching to pupils with a range of Special Educational Needs including vision impairment. • To take responsibility for a tutor group providing pastoral care and ensuring the provision in their Education, Health and Care plans is met.
Job context	The role of the teacher is to work collaboratively with colleagues in school to achieve the core purpose above.
Responsibilities	**Teaching and Learning** ● Provide engaging and targeted teaching during tutor group sessions to ensure pupils meet aspects of their EHCP outcomes in alignment with the Curriculum Framework for Vision Impaired children (CFVI) ● Plan and implement teaching and learning activities to address challenging learning objectives appropriately differentiated to meet the needs of all children and young people in the class ● Work with the Reprographics Department to adapt and prepare resources in advance, as necessary, so that pupils are able to fully access teaching materials in large or modified print or Braille ● Teach pupils how to access their own learning according to their vision impairment via magnifying equipment and accessibility software ● Develop own skills in the use of specialist formats as appropriate e.g. Braille, Assistive Technology ● Use concrete resources and unifying experiences as well as a rich verbal dialogue to teach new concepts ● Promote independence within personal organisation skills and build time into lessons to support this ● Model appropriate social interactions including those which do not rely on facial expressions, body language or other non-verbal cues for pupils with a severe sight impairment ● Support the use of ICT and optical aids in learning activities and develop pupils' competence and independence in their use ● Establish and maintain an orderly learning environment

- Support children and young people to experience positive wellbeing by creating a supportive ethos within the class
- Establish productive working relationships with children and young people, acting as a role model and setting high expectations
- Plan and lead educational visits where appropriate

.**Assessment, Target Setting and Recording Progress**

- Provide feedback to children and young people in relation to progress and achievement and support them, where they can, to assess their own learning;

- Maintain objective and accurate records and reports on achievement, progress and other matters, collating appropriate evidence and entering data into the school systems;

- Prepare for Annual Reviews of EHC Plans and contribute to them so that achievements are celebrated, key issues are discussed and outcomes remain relevant

Partnership Working

- Support the role of parents in learning by sharing information with them in meetings or through written communication and by taking account of their views in planning and teaching;

- Liaise with other professionals to design and implement learning programmes for individuals and to ensure a rich and varied curriculum;

- Make referrals to other professionals where appropriate, in discussion with the appropriate Vice Principal;

- Represent the school at external meetings as requested by the Vice Principal.

Personal Development and School Improvement

- Take an active part in training and other development opportunities and apply what is learnt to improve teaching and learning;

- Participate in the Trust's Appraisal process;

- Contribute to training and development for colleagues, including supporting members of the team;

- Contribute to focus groups and other means of reviewing and improving the curriculum;

	• Attend meetings called by the school.
General responsibilities	All employees are expected to: ● Undertake any training commensurate with the post. ● Show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others. ● Support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community. The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business. This job description does not form part of the contract of employment.

Person Specification

Attributes	Evidence	Essential	Desirable	Evidence
Qualifications	Honours degree and QTS	E		
	QTVI status		D	
	Commitment to obtaining the Mandatory Qualification to become a Qualified Teacher of the Vision Impaired (QTVI) within 3 years of appointment	E		
	Interest in gaining further relevant qualifications		D	
Professional Experience and Knowledge	Evidence of understanding of key issues within SEN	E		Interview/ test
	Evidence of continuous professional development	E		
	Experience of leading a class team		D	
	Experience of working with other professionals		D	
	Knowledge of safeguarding and child protection	E		
	Knowledge of positive approaches to managing behaviour	E		
	Knowledge of the SEN code of practice		D	
	Knowledge of approaches to SEN		D	
	Good subject and curriculum knowledge, including an understanding of issues for pupils and young people with SEN		D	
	Some understanding of the impact of vision impairment or other sensory impairment		D	
	Experience and knowledge using Braille		D	
Personal aptitude,	Effective communication skills in writing and speech.	E		

qualities and skills				
	Emotionally resilient.	E		
	Able to work to a deadline.	E		
	Excellent relationships with colleagues.	E		
	Commitment to continued professional development.	E		
	Willing to fully embrace VI Education and to develop a deep understanding of how a child or young person with a vision impairment learns	E		
	Particular interest in teaching children with visual impairments	E		
Other	Willingness to teach outside current age/stage/ Curriculum.	E		
	Commitment to the positive behaviour manifesto.	E		
	Commitment to excellence.	E		
	A commitment to uphold and promote equality, diversity and inclusion.	E		
	An absolute commitment to all aspects of safeguarding as relevant to the post.	E		
	A commitment to achieving the best possible opportunities for children and young people with SEN.	E		
	Willingness to network with other professionals working in the VI sector.		D	
	Willingness to share good practice with colleagues and more widely to other professionals working within the VI sector		D	



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