



THE STOUR FEDERATION SPECIALIST RESOURCED PROVISION TEACHER JOB DESCRIPTION

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

Holding QTS (or equivalent) and an undergraduate degree, you will be committed to attaining the highest standards and expecting excellence from our children, in The Dovecote, our Specialist Resourced Provision for children with communication and interaction needs.

You will be part of a team that will lead and teach through a variety of innovative and evidence-informed approaches including curriculum design, teaching and assessment strategies, use of technology and personalised learning programmes to create an environment where the Doves class at Shipston-on-Stour Primary School flourish.

In selecting a teacher to join Shipston-on-Stour Primary School and The Stour Federation Multi Academy Trust we will be looking for an aspirational person, someone with the ability to help build upon the existing commitment of all stakeholders to a culture of constant excellence. The culture, practice, management and deployment of the Trust's resources are designed to ensure that we meet the needs of all of our children.

PRINCIPLE RESPONSIBILITIES

- To carry out the duties of a schoolteacher as set out in the 'School Teachers Pay and Conditions' Document, responsible and accountable to the Head of School and Trust SENDCO.
- To meet the required standards for teachers, with a particular interest and expertise in autism.
- Work with all members of staff, Local Academy Council and the Trust Board of Directors to realise the vision of the school and the Stour Federation Multi Academy Trust, leading practice within the Specialist Resourced Provision.
- Promote the school ethos in all aspects of school life.
- Ensure that parents/carers are well informed about the curriculum, targets, and children's progress and at annual reviews.
- Implement policies and practices, which reflect the Trust's commitment to inclusion through effective teaching and learning.
- To liaise with external advisers and SEND professionals to ensure that professional development opportunities are fully utilised.
- To work with strategic partners, advisers and external bodies as critical friends to raise standards in the Specialist Resourced Provision.

RELATIONSHIPS WITH CHILDREN

- To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively.
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views using a variety of methods to help them communicate effectively.
- Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children.
- Be a positive role model.

PLANNING, TEACHING AND CLASS MANAGEMENT

- Develop, plan and evaluate a personalised curriculum for children in the Specialist Resourced Provision, with a particular understanding of children with autism and how to effectively support their learning.
- Teach whole class, small group and 1:1 sessions to meet children's personalised curriculum and their individual needs.
- Ensure good behaviour for learning of children within the Specialist Resourced Provision.
- Organise, conduct and report on annual EHCP review meetings.
- Set and regularly review children's individual targets within the Specialist Resourced Provision.
- Regularly monitor and review data assessments and in-class provision for the children in the Specialist Resourced Provision.
- Liaise with curriculum leaders to advise on strategies and techniques, teaching and learning styles that enable the Specialist Resourced Provision children to better access the curriculum and to reduce barriers to learning.
- Implement, monitor and evaluate strategies to ensure that all Specialist Resourced Provision children have the highest possible outcomes.
- Plan effective transition packages.
- To keep up to date with research resources legislation and LA policy by attending courses and/or SENDCO networks.
- To keep up to date with developments in all Children's' Acts, Education Acts, Codes of Practice, LA strategic plans and other relevant guidance.
- To coordinate the timetable and allocation of Specialist Resourced Provision teaching assistants.
- Follow the behaviour management policy of the school.
- Establish and maintain a positive purposeful working atmosphere.
- Set high expectations for pupil's behaviour, establishing and maintaining a good standard of discipline throughout well-focused teaching and through positive and productive relationships.
- Establish a safe environment, which supports learning, and in which pupils feel secure and confident.
- Structure information well, including learning intentions and appropriate subject-specific vocabulary.
- Provide clear instruction and effective questioning.
- Provide careful attention to pupils' errors and misconceptions and help to support them by following the agreed Feedback Policy.
- Select and making good use of technology and other learning resources, which enable teaching objectives to be achieved.
- Set high expectations for all pupils notwithstanding individual differences, including gender, and cultural and linguistic backgrounds.

- Provide opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples.
- Ensure that pupils acquire and consolidate knowledge, skills and understanding across the curriculum.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities, and which engage their interests.
- Provide structured learning opportunities which advance pupils':
 - Character.
 - Citizenship.
 - Collaboration.
 - Communication.
 - Creativity.
 - Critical Thinking.
- Use teaching approaches and activities, which develop pupils' language and communication.
- Use teaching approaches and activities, which develop pupils' mathematical understanding.
- Encourage pupils to think and talk about their learning and to develop self-control, independence and team work.
- Use teaching approaches and activities, which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation.

ASSESSMENT AND ACCOUNTABILITY

- Assess how well learning intentions have been achieved and use this assessment to improve specific aspects of teaching.
- Monitor and provide feedback on pupils' class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress.
- Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - Check that pupils have understood and completed the work set.
 - Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning.
 - Inform planning.
 - Check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
- Be able to effectively use assessment materials across the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- Have an understanding how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set targets for pupils' achievement.

COMMUNICATING AND WORKING IN PARTNERSHIP WITH FAMILIES AND CARERS

- Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them.
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.

TEAMWORK AND COLLABORATION

- Establish and sustain a culture of collaborative and cooperative working between colleagues in the classroom, in the school and across the Trust.
- Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation.
- Contribute to the work of a Curriculum Team and, where appropriate, coordinate and implement agreed actions.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are paramount in a school role and you will be expected to manage yourself and your relationships well. Through appraisal and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the values underpinning the school.
- Ensuring own professional learning includes being up to date with developments in education and informed by research.
- Developing and maintaining a culture of high expectations for self.
- Regularly reviewing own practice and taking responsibility for own personal development.
- Managing own workload to allow for reflection and an appropriate work/life balance.
- Encouraging practitioners in the setting to develop and use skills in information and communication technology to support their work with children and wider professional activities.
- Playing an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting.
- Adopting a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions.
- Provide examples, coaching and training to help others become more effective in their teaching of children with SEND needs.
- To be mindful of reports and recommendation from external bodies and to use their advice or guidance to raise standards within the Specialist Resource Base.
- To keep up to date with curriculum changes and recent SEND research to ensure children's progress and enhanced teaching and learning across the school.
- Provide outreach support to, and liaison with receiving schools to ensure successful integration and transition into and from the Specialist Resourced Provision.
- Demonstrate best practice in teaching and learning for complex needs children.

OTHER PROFESSIONAL REQUIREMENTS

- Understand professional responsibilities in relation to school policies and practices.
- Are aware of the role and purpose of the Local Academy Council and Trust Board of Directors.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in special events, open evenings and children's performances.

- Participate in staff training.
- Attend team and staff development meetings.
- Welcome parental support and assistance in the school, as appropriate.

KEY ORGANISATIONAL ACTIVITIES

The post-holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with the General Data Protection Regulation (GDPR).
- At all times operating within the school's Equalities policy: there are no outsiders in our school.
- Commitment and contribution to improving standards for pupils as appropriate.
- Acknowledging customer care and quality initiatives.
- Contributing to the maintenance of a caring and stimulating learning environment for children.

SUPPORTING THE STOUR FEDERATION

As part of the Stour Federation Multi Academy Trust the class teacher will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust schools and support initiatives that benefit all schools in The Stour Federation.

SAFEGUARDING CHILDREN & SAFER RECRUITMENT

All schools in The Stour Federation Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Stour Federation will ensure that :

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are fully implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the CEO reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.