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**CLASS TEACHER – ASC, SLD, PMLD, CHALLENGING BEHAVIOUR – JOB DESCRIPTION SALARY: MPR/UPR plus one SEN point**

**Line manager – Assistant Headteacher or Deputy Head**

*Please also refer to the Teachers’ Standards – see attached. Duties and responsibilities reflect the current School Teachers’ Pay and Conditions Document*

**PUPIL PERSONAL DEVELOPMENT, HEALTH AND SAFETY**

* Record and report any safeguarding/child protection issues immediately in line with the school’s policies and practice
* Ensure pupils’ physical and mental health and emotional well-being; ensure pupils’ protection from harm and neglect; ensure pupils’ high quality education, training and recreation, the contribution made by them to society, and their social and economic well-being
* Record and report any accidents and incidents in line with the school’s policies and practice
* Record and report any concerns about the pupils’ welfare
* Ensure that the pupils and staff are kept safe and healthy in line with current legislation as set out in the school’s policies with particular reference to Equality
* Ensure that the pupils’ personal needs are met, including liaising with other agencies, including social care, Children’s Disability Service, education, medical, mental health and therapy professionals
* Promote the personal development and well-being of pupils and groups in line with the school’s policies on equality
* Communicate and consult with parents and carers including those for whom English is an additional language
* Communicate and consult with professionals supporting pupils and their families
* Participate in meetings arranged for any of the purposes described above including child protection conferences, Child in Need meetings, Team around the School (TAS) meetings, Early Help processes
* Closely monitor and ensure the progress of children who are looked-after in public care (CYPIC) including through the Personal Education Plan
* Closely monitor and ensure the progress of children who are identified as disadvantaged and are in receipt of Pupil Premium grant funding

**PUPIL PROGRESS, CURRICULUM AND ASSESSMENT**

* Plan, prepare and teach lessons in line with the school’s curriculum policy and practice and taking into consideration all the needs of the pupils
* Ensure that the needs of all pupils are met in accordance with the school’s Provision Map and the SEN Information Report
* Identify and record pupils’ progress linked to the pupil’s Education, Health and Care Plan
* Set personalised targets for each pupil and ensure that the pupil is provided with the best opportunities to achieve the targets set.
* Maintain a focus, through personalised learning, on individual pupil progress in order to maximise all learners’ capacity to learn, achieve and participate
* Maintain, over time, a range of evidence for pupil progress and achievement
* Develop links with mainstream schools to promote inclusion placements for pupils
* Review pupil progress annually through reporting to parents/carers in the annual review of Education, Health and Care Plan meeting
* Assess pupils’ achievement in line with the school’s policies and practice
* Record pupils’ achievements and standards in line with the school’s policies and practice
* Report (orally and in writing) on pupil progress in line with the school’s policies and practice
* Report (orally and in writing) on pupils’ personal and social needs in line with the school’s policies and practice
* Manage, assess, record and report on pupils’ communication needs
* Manage, assess, record and report on pupils’ behaviour
* Manage, assess, record and report on pupils’ attendance and punctuality
* Register the attendance and punctuality of pupils in the morning and afternoon sessions and report immediately any pupils who are missing education in line with the school’s policies and procedures
* Maintain, where it is possible taking into account the pupil’s needs, appropriate behaviour linked to the child’s needs
* Safeguard pupils’ health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
* Direct and supervise support staff assigned to them and, where appropriate, other teachers, and agency staff
* Co-ordinate or manage the work of other staff particularly in class teams
* Participate in arrangements for preparing pupils for end of key stage assessment, end of year assessments or baseline assessments including Phonics test
* Manage and deploy resources effectively
* Manage resources linked to the curriculum, Pupil Premium, Sports Premium, and pupil need
* Work with staff delivering PPG, NTP and Recovery Premium interventions
* Attend and plan assemblies
* Lead acts of collective worship

**TRAINING, PROFESSIONAL DEVELOPMENT AND ACCOUNTABILITY**

* Participate in induction training on joining the school, including the Staff Handbook
* Attend all staff meetings (Wednesday 3.30-4.30)
* Attend all Professional Activity Days (see annual Calendar of Events)
* Participate in single agency safeguarding training, risk assessment training, fire safety training, resuscitation and defibrillation training, behaviour management and support training (Team Teach), communication training and regular updates of this and other required health and safety training
* Participate in focused training around the education, medical and health needs of individual children where appropriate
* Participate in their own appraisal arrangements and, where appropriate, that of other teachers and support staff, including reviewing from time to time methods of teaching and programmes of work
* Assist the head teacher or line manager in carrying out threshold assessments of other teachers for whom the teacher has management responsibility
* Participate in arrangements for further training and continuous professional development as a teacher including undertaking training and professional development which aim to meet the needs identified in appraisal objectives or in appraisal statements
* Participate in arrangements for training and professional development of other teachers and support staff
* In the case of an early career teacher (ECT) participate in arrangements for mentoring, supervision and training
* In the case of a teacher who is working through the capability procedure, participate in arrangements for supervision and training
* Advise and co-operate with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and well-being arrangements
* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision
* Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school
* Participate in arrangements for assessing pupils as required by the local authority and the DfE
* Contribute to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods
* Contribute where appropriate with requests for references for other colleagues
* Contribute to the school Self-Evaluation Summary
* Contribute to the School Improvement Plan
* Contribute to the termly governing body reports keeping to deadlines
* Participate in governor visits to class and to school and contribute to governing body meetings where appropriate
* Take part in any inspection of the school’s provision including by OFSTED
* Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school

**NB** - A teacher is not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher’s professional skills and judgment.

**OTHER DUTIES AND INFORMATION**

* A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the head teacher
* A teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work
* Time spent in travelling to or from the place of work shall not count against the 1265 hours
* A teacher shall not be required under her/his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.
* A teacher shall work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer
* Teachers are rarely required to cover absent colleagues
* Each teacher is entitled to not less than 10% of their timetabled teaching time to be taken as planning, preparation and assessment.
* Each first year early career teacher (ECT) is entitled to a further additional 10% of their timetabled teaching time for ECT support
* Each second year early career teacher is entitled to a further additional 5% of their timetabled teaching time for ECT support.

**ADDITONAL RESPONSIBILITIES FOR SUBJECT LEADERS**

* Champion the subject across school so that children develop a love of the subject and/or aspects of the knowledge, understanding and skills in the subject
* Each subject leader to review job description in line with OFSTED requirements and needs of School Improvement Plan; individual action plans to underpin the job description
* Each subject leader to maintain a subject leader file (see template in JH’s office)
* Complete audit of own skills each term
* Maintain an action plan and review it annually
* Maintain policy
* Maintain Scheme of Work where applicable
* Maintain end-of-year assessment data – formative and summative including vulnerable groups
* Identify trends in governing body report
* Develop and share successful interventions and support and include them on the SEN Information Report
* Annually in September, provide a report to governors on key aspects of the subject/area – template available on sharepoint in Key Documents
* Termly, if applicable, provide a report to governors on key aspects of the subject/area- template available on sharepoint in Key Documents
* Organise and evaluate curriculum theme days in line with Millwood curriculum
* Curriculum statement/subject statement
* Meet with link governor each year as a minimum.

Monitor, review and evaluate provision including staffing and resources, ordering equipment and supplies where necessary

* Maintain a budget where applicable
* Monitor teaching and through work/book scrutinies, learning walks, observations/drop ins.
* Provide at least half term information for curriculum page on website
* Manage and maintain resources in collaboration with the Resources technician.
* Develop key and specialist responsibilities in line with the subject or aspect eg singing and signing group
* Include provision for EYFS, Pathway 1, Pathway 2, Pathway 3
* Include provision for children in each category of need - CAL, SLCN, ASC, sensory and physical, mental health
* Ensure that subject meets the criteria in the Bury Inclusion Quality Mark
* Deliver training to staff to enable the subject to be embedded across the school *(SIP)*
* Ensure own training and CPD is up-to-date and relevant for quality assurance of subject
* Review quality marks for subject eg PE, inclusion, RE, history, geography – and others – for quality assurance of subject

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**Please would all candidates provide written evidence on the application form of having achieved all the essential criteria marked AF and, where possible, the desirable criteria**

**AF=application form; I = interview; LO = lesson observation**

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| --- | --- | --- | --- | --- |
| **ATTRIBUTES** | **ESSENTIAL** | | **DESIRABLE** | |
| **Qualifications and experience** | UK Qualified Teacher Status  Eligible to work in the UK  Evidence of teaching children, including disadvantaged children, in mainstream nurseries, schools or settings and/or special education  Evidence of successful and sustained teaching in challenging settings or situations | AF  AF  AF  AF | Further qualification in Special Educational Need (SEN) eg TEACCH, sensory integration, Picture Exchange Communication System (PECS), multi-sensory impairment, Team Teach  Higher qualification in education eg MEd  Evidence of teaching children in special education | AF  AF |
| **Leading, managing and working in a team** | Proven ability to motivate, lead, manage, direct, challenge and support colleagues over time to achieve targets to secure school improvement eg a School Improvement Plan  Evidence of successful collaboration or partnership working with a multi-professional team to raise pupil achievement by removing or reducing barriers to learning for a pupil or pupils with special educational needs eg hydrotherapy, sensory integration, rebound therapy, lego therapy, speech and language therapy  Proven ability to lead other colleagues in order to achieve a stated education aim/objective in the short term eg leading a class team to achieve the lesson objectives by the end of a lesson | AF I  AF I  AF I LO | Experience of demonstrating accountability for pupil achievement to governing body and other audiences  Evidence of contribution to a pupil’s EHC Plan and/or annual review | AF  AF |
| **Leading learning and promoting pupil well-being and mental health** | Evidence of setting high standards of achievement which inspire, motivate and challenge pupils.  *Within a lesson,* ability to plan, motivate, lead, deliver, record and assess the learning of individual pupils or groups of pupils to achieve excellent education outcomes within a class or school/nursery setting.  *Over time,* as evidenced in pupil work, proven ability successfully to motivate and lead the learning of individual pupils or groups of pupils to achieve very highly within a class or school/nursery setting.  Knowledge of effective best practice teaching and learning strategies, including phonics, for pupils with a range of strengths and special educational needs  Evidence of excellent subject, aspect and curriculum knowledge which have resulted in good/outstanding pupil achievement  Knowledge of a Pre Subject Specific Curriculum  Knowledge of SEND assessment systems and providers eg B-Squared, SOLAR, P-levels, National Curriculum, IATS, ELGs    Evidence of excellent knowledge of communication systems for pupils with a range of SEN which have had a proven positive impact on pupil achievement  Evidence of excellent ICT skills which have supported pupil achievement and enjoyment  Evidence of Continuing Professional Development enhancing pupil achievement and outcomes    Evidence of positive working relationships with pupils which are instrumental to their success – including behaviour support, reward systems, strategies to promote mental health.  Evidence of the ability to forge and maintain positive links with families and carers to ensure the best possible outcomes for pupil well-being  Evidence of the ability to promote “pupil voice” within school and the community in order to enhance pupils’ independence and self-esteem  Excellent written and oral English communication skills  Evidence of excellent organisational ability, time management, resource management and staff deployment | AF I LO  **Lesson observation in Millwood as part of the interview process**  AF I  AF I LO  AF I LO  AF I LO  AF I LO  AF I LO  AF I LO  AF I  AF I LO  AF I  AF I LO  AF I LO  AF I LO | Experience in the use of appropriate assessment tools  Experience in the use of appropriate data tracker  Evidence of outstanding/leading practice in a curriculum area  Evidence of outstanding/leading practice in school development  Evidence of outstanding/leading practice in implementing interventions within a school setting | AF I  AF I  AF I  AF I  AF I |
| **Safeguarding, risk assessment, health and safety, behaviour management** | Excellent knowledge and understanding of safeguarding and child protection policy, procedures and practice including for looked-after children  Evidence of an understanding of the Prevent duty  Evidence of excellent knowledge and application of risk assessment including out of school  Evidence of excellent knowledge and understanding of health and safety policy, procedures and practice  Evidence of successful management of behaviour eg in an Individual Behaviour Plan | AF I  AF I  AF I  AF I  AF I | Evidence of additional training in child protection eg Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Fabricated or Induced Illness (FII), Honour-based violence (HBV), Contextual Safeguarding  Evidence of additional training in health and safey eg as a fire marshal, Educational visits Co-ordinator (EVC) | AF  AF |
| **Code of Conduct** | Commitment to Equal Opportunities and Racial Equality, democracy, the rule of law, individual liberty, mutual respect, tolerance of those with different faiths, cultures and beliefs.  Evidence of commitment to a school community including upholding the school’s policies and practices, maintaining high standards of ethics and behaviour inside and outside school, and acting within the statutory frameworks  Evidence of maintaining high standards in attendance and punctuality (as set out in Teacher Standards) | AF I  AF I  AF I | Evidence of promoting school values and ethos in the local community | AF |

*updated 21.9.2022*