

Position Class Teacher (MPS +SEN)



Core Purpose

The postholder will be expected to:

- Teach pupils across all age ranges and with a variety of special educational needs, delivering engaging and differentiated learning experiences in line with the school's adapted National Curriculum (Entitlement Curriculum).
- Plan, implement, and evaluate high-quality teaching, learning, and interventions to meet individual pupil needs.
- Assess, record, and report on pupil progress, attainment, and achievements in accordance with school policy and statutory requirements.
- Take responsibility for a designated class, including pastoral care, behaviour management, and wellbeing.
- Lead and manage a team of Teaching Assistants and support staff to ensure effective support for pupil learning and development.
- Liaise and collaborate with parents, carers, and multi-agency professionals to support pupil progress and welfare.
- Promote equality, inclusion, and diversity within all aspects of school life.
- Safeguard and promote the welfare of all pupils, adhering to statutory and school safeguarding procedures.
- Contribute to whole-school development, curriculum improvement, and the wider organisation of the school.
- Maintain accurate planning and assessment records, prepare reports (including IEPs, EHCPs, and Behaviour Plans), and set appropriate learning targets.
- Ensure the safe organisation and supervision of pupils during lessons, activities, and educational visits.
- Participate in staff meetings, professional development, and school initiatives to support continuous improvement.
- Take responsibility for pupils' health and safety, reporting any concerns to the Headteacher.
- Undertake any other reasonable duties as directed by the Headteacher to support the effective operation of the school.

Organisational Information:

Responsible to:

The Board of Trustees, Executive Headteacher and Headteacher and Senior Leaders.

Responsible for:

General Professional Duties and Responsibilities

The post holder is required to carry out, under the reasonable direction of the Heads of the School and College, the professional duties of a teacher which are set out in the relevant paragraphs of the School Teachers Pay and Conditions Document and any subsequent amendments.

Functional links with:

All colleagues in the school/college team; professionals from other agencies, in particular, social care; parents/carers and significant family members; other school settings.

Main Accountabilities and Main Responsibilities:

1. Set High Expectations to Inspire, Motivate, and Challenge Pupils

- 1.1 Establish a positive, nurturing, and inclusive classroom culture that promotes respect, independence, and high aspirations.
- 1.2 Set ambitious yet achievable expectations for all pupils, including those with a range of special educational needs.
- 1.3 Demonstrate a commitment to raising achievement through consistent, high-quality teaching and support.
- 1.4 Promote pupils' self-esteem and confidence by celebrating effort, progress, and success

2. Promote Good Progress and Outcomes by Pupils

- 2.1 Be accountable for pupils' attainment, progress, and outcomes within the class.
- 2.2 Plan learning that builds on prior knowledge and helps pupils to develop and apply new skills.
- 2.3 Use assessment information effectively to set challenging learning targets and monitor pupil progress.
- 2.4 Support pupils in reflecting on their learning and identifying next steps for improvement.

3. Demonstrate Good Subject and Curriculum Knowledge

- 3.1 Deliver engaging and relevant lessons based on the school's adapted National Curriculum (Entitlement Curriculum).
- 3.2 Show secure subject knowledge across core and foundation areas, ensuring progression for all pupils.
- 3.3 Plan and deliver appropriate interventions to meet individual needs, guided by IEPs and EHCPs.
- 3.4 Keep up to date with developments in education and best practice, particularly in relation to SEND.

4. Plan and Teach Well-Structured Lessons

- 4.1 Design coherent, creative, and well-sequenced lessons that support knowledge and skills over time.
- 4.2 Plan effectively to meet pupils' varying needs, ensuring lessons are inclusive, engaging, and purposeful.
- 4.3 Maintain accurate planning and assessment records as directed by the Headteacher.
- 4.4 Contribute to curriculum development and school improvement through participation in planning and evaluation meetings.

5. Adapt Teaching to Respond to the Strengths and Needs of All Pupils

- 5.1 Differentiate teaching and learning activities to ensure accessibility for all pupils, including those with complex needs.
- 5.2 Implement strategies to support communication, sensory, physical, and emotional needs effectively.
- 5.3 Liaise with multi-agency professionals to ensure a coordinated approach to individual support.
- 5.4 Use personalised targets and interventions to address barriers to learning and promote progress.

6. Make Accurate and Productive Use of Assessment

- 6.1 Assess, record, and report on pupils' attainment and progress in line with school policy and statutory requirements.
- 6.2 Use formative and summative assessments to inform next steps in learning.
- 6.3 Provide clear, constructive feedback to pupils, parents, and carers.
- 6.4 Prepare reports and documentation, including IEPs, Behaviour Plans, Annual Reviews, and end-of-year summaries.

7. Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- 7.1 Establish clear expectations and routines that promote positive behaviour and mutual respect.
- 7.2 Implement the school's Behaviour Policy consistently and develop individual behaviour plans where appropriate.
- 7.3 Manage incidents calmly and effectively, supporting pupils to regulate and reflect on their behaviour.
- 7.4 Create a safe, structured, and supportive learning environment in which all pupils can thrive.

8. Fulfil Wider Professional Responsibilities

- 8.1 Lead and manage a class team of Teaching Assistants and support staff effectively.
- 8.2 Collaborate closely with colleagues, parents, carers, and external professionals to support pupil wellbeing and learning.
- 8.3 Contribute to the wider life of the school through participation in events, activities, and enrichment opportunities.
- 8.4 Support whole-school development, improvement initiatives, and curriculum innovation.
- 8.5 Take responsibility for personal professional development and share best practice with others.
- 8.6 Ensure effective use of classroom resources to support teaching and learning.

9. Personal and Professional Conduct

- Uphold public trust in the teaching profession by maintaining high standards of ethics, integrity, and professionalism.
- Demonstrate commitment to equality, diversity, and inclusion in all aspects of school life.
- Promote and safeguard the welfare of all pupils, following statutory guidance and school safeguarding procedures.
- Take responsibility for pupils' health, safety, and wellbeing both in school and during educational visits or off-site activities.
- Maintain confidentiality, professionalism, and respect in all interactions with pupils, colleagues, and families.

Class Teacher- Person Specification

CRITERIA	QUALITIES
Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent qualification relevant to teaching. • Evidence of recent and relevant continuing professional development (CPD). • Knowledge of current educational legislation and statutory requirements related to teaching and learning, assessment, and safeguarding. <hr/> <p>Desirable</p> <ul style="list-style-type: none"> • Further professional qualification in special educational needs (e.g., NASENCO or equivalent). • Training in areas such as CPI, Trauma-Informed Practice, Communication and Interaction strategies (e.g., PECS, Makaton), or thrive. • Postgraduate study in Education, Inclusion, or Leadership and Management. • Experience or training in using assistive technology or specialist communication tools.
Experience	<p>Essential:</p> <ul style="list-style-type: none"> • Successful experience of teaching pupils across a range of ages and abilities. • Proven ability to plan, deliver, and evaluate high-quality, inclusive lessons. • Experience of adapting teaching and learning for pupils with a variety of special educational needs and disabilities. • Experience of assessing, recording, and reporting pupil progress in line with school and statutory requirements. • Experience of working collaboratively within a team, including managing Teaching Assistants or support staff. • Experience of engaging parents, carers, and other professionals to support pupil progress and wellbeing. <p>Desirable:</p> <ul style="list-style-type: none"> • Experience of teaching within a special school or inclusive setting. • Experience of leading a subject area or contributing to curriculum development. • Experience of implementing and reviewing individual education or behaviour support plans (IEPs/EHCPs). • Experience of contributing to multi-agency meetings and Annual Reviews.
Skills and knowledge	<p>Essential:</p> <ul style="list-style-type: none"> • Secure knowledge of the National Curriculum and/or adapted curricula for pupils with additional learning needs. • Strong understanding of child development, differentiation, and personalised learning approaches. • Ability to use assessment effectively to inform planning and target setting. • Knowledge of effective behaviour management strategies, including positive handling and restorative approaches. • Ability to use data to monitor progress and inform teaching. • Excellent communication and interpersonal skills, with the ability to build positive relationships with pupils, families, and colleagues. • Strong organisational, time management, and record-keeping skills. • Awareness of safeguarding procedures and commitment to promoting the welfare of all pupils.

	<p>Desirable:</p> <ul style="list-style-type: none"> • Knowledge of current educational research and evidence-based practice in SEND and inclusive education. • Understanding of sensory and therapeutic approaches to learning. • Competence in the use of digital learning tools and assistive technologies. • Ability to contribute to whole-school improvement and curriculum innovation
<p>Personal qualities</p>	<p>Essential:</p> <ul style="list-style-type: none"> • A commitment to inclusion, equality, and the rights of every child to access quality education. • Empathetic, patient, and resilient, with a nurturing approach to supporting pupils with additional needs. • Positive, reflective, and solution-focused attitude. • High expectations of self and others, with a commitment to professional growth. • Flexible, adaptable, and able to respond effectively to change. • Reliable, punctual, and able to manage workload under pressure. • Demonstrates integrity, professionalism, and discretion at all times. • Enthusiastic and passionate about teaching and learning. •
	<p>Desirable:</p> <ul style="list-style-type: none"> • Creative and innovative approach to problem-solving and curriculum delivery. • Willingness to take on additional responsibilities or areas of leadership. • Commitment to collaborative working within and beyond the school community.

Last review date: March 2026

Next review date: _____

Headteacher/line manager's signature: _____ Date: _____

Postholder's signature: _____ Date: _____