

Job description

JOB TITLE	Class Teacher – Special Support Centre
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	Blackthorns
RESPONSIBLE TO	Principal
Grade	Mains Scale 1-6 / Upper Scale1-3
MAIN PURPOSE OF THE JOB	To carry out the professional duties of a teacher, working to the Teachers Standards and in accordance with the Academy and Trust policies under the direction of the Principal.
MAIN TASKS / KEY RESPONSIBILITIES	
Planning, Teaching and Class Management	
Plan and teach effectively, to ensure all pupils make at least expected progress by:	
1	Identifying clear teaching objectives and specifying how they will be taught and assessed;
2	Setting tasks which challenge pupils and ensure high levels of interest and progress;
3	Setting appropriate and demanding expectations;
4	Setting clear targets, building on prior attainment;
5	Identifying SEN or very able pupils, ensuring the provision meets their respective needs; <ul style="list-style-type: none"> i. Be familiar with the SEND Code of Practice, and their responsibilities to ensure equality of opportunity for all pupils. ii. Ensure that the pastoral needs of pupils are catered for. iii. Exploit opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development.
6	Providing clear structures for lessons maintaining pace, motivation and challenge;
7	Making effective use of assessment and ensure coverage of programmes of study;
8	Ensuring effective teaching and best use of available time;
9	Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework; <ul style="list-style-type: none"> i. Establish and maintain a calm, stimulating, safe and effective learning environment, in which pupils feel secure and confident.

	ii. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
10	Using a variety of teaching methods to: <ul style="list-style-type: none"> i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions iii. Select appropriate learning resources and develop study skills through library, I.C.T and other sources
11	Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
12	Evaluating own teaching critically to improve effectiveness;
13	Ensuring the effective and efficient deployment of classroom support taking account of pupils needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
14	Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
15	Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
16	Adapting the curriculum to the needs of children with a broad range of learning difficulties
17	Interpret the provision requirement of an EHCP
Monitoring, Assessment, Recording, Reporting	
16	Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
17	Mark and monitor pupils' work and set targets for progress;
18	Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
19	To ensure all pupils achieve as expected and a substantial proportion exceed* (*This will be determined using Ofsted's definition of 'substantial proportion')
20	Undertake assessment of students as requested by examination bodies, departmental and school procedures;
21	Prepare and present informative reports to parents, keeping them informed and involved in their child's progress.
Curriculum Development	
22	Have lead responsibility for a subject, aspect or age phase of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance; <ul style="list-style-type: none"> i. Work effectively as part of team to share good practice ii. Keep up with new developments in the curriculum and teaching methods iii. Participate and deliver CPD and training as required iv. Engage in Performance Management processes as required.

	v. To coach and mentor other colleagues as appropriate.
23	Contribute to the academy and wider community activities and events such as leading assembly etc. Use links with the wider community to enhance the work in the classroom.
24	To take advantage of professional development opportunities as appropriate.
25	To work within and contribute significantly, as appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
<p>This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.</p> <p>There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.</p>	
<ul style="list-style-type: none"> • This post is subject to an Enhanced DBS Check • This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. 	
<p>University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.</p>	
<p>Date: 06/03/2019</p>	

PERSON SPECIFICATION

1. EDUCATION AND QUALIFICATIONS

- 1.1 Qualified Teacher Status

2 KNOWLEDGE AND EXPERIENCE

- 2.1 Classroom practitioner with experience across KS1 and/or EYFS
- 2.2 Possess a sound understanding of National Curriculum subjects and statutory requirements.
- 2.3 Monitoring and assessment, recording and reporting of pupils' progress including to parents.
- 2.4 Statutory requirements of legislation concerning equal opportunities, health and safety, SEND, safe guarding and child protection.
- 2.5 Effective teaching and learning strategies
- 2.6 Experience of working with complex emotional and sensory needs

3. KEY SKILLS AND ABILITIES

- 3.1 Promote the Academy's aims positively and use effective strategies to monitor motivation and morale.
- 3.2 Establish and develop close partnerships with the team, parents, external agencies, Governors and the community.
- 3.3 Communicate effectively to a variety of audiences whilst maintaining confidentiality.
- 3.4 Create a happy, safe, challenging and effective learning environment.
- 3.5 Use ICT effectively.
- 3.6 Work in partnership with class teachers, other professionals and parents.
- 3.7 Maintain good behavior for learning and have strategies for pupil behavior and management.
- 3.8 Be highly organized and efficient with good time management skills.
- 3.9 Be approachable and empathetic when needed.

4. DESIRABLE CRITERIA

- 4.1 Enthusiasm and expertise in one or more specialist curriculum areas.
- 4.2 Knowledge and understanding of the importance of links between academies, particularly partner academies.
- 4.3 Knowledge of a commitment to creative learning and teaching through the use of the outdoor classroom, including Forest Schools.
- 4.4 Demonstrate a commitment to sustained professional development.
- 4.5 Be analytical about your work.
- 4.6 Support the wider academy community activities and events.
- 4.7 Willingness to lead and develop extra-curricular activities and wider community events
- 4.8 Evidence of continuous INSET and commitment to further professional development.
- 4.9 Other higher professional qualifications.