

**Addey & Stanhope School**  
**Job Description for Lexis Resource Base Teacher**

**Main Purpose of post:**

- To have the highest expectations of all students and use effective resources and methods to achieve the highest standards of learning and achievement for all students in the school.

**Planning expectations**

- To plan collaboratively with the Lexis team, to ensure an appropriate curriculum, to take into account the students' special educational needs.
- To use Student Profile and Annual Review targets of all students in the forefront when planning lessons.
- To plan collaboratively with the Speech & Language Therapist (SLT) to teach specific skills as determined by the SLT.
- To take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.

**Teaching and Managing Student Learning**

- To secure the highest standard of student behaviour in the classroom by establishing appropriate rules and high expectations of discipline within the context of the school and Resource Base policy.
- To teach specifically how to behave in different settings within the school environment.
- To plan, implement deliver and evaluate the curriculum, appropriate to the needs of each student.
- Overseeing teaching and learning of specific cohorts of students as necessary, across the Inclusion Department.

**Assessment and Evaluation**

- To recognise the level that a student is achieving and make accurate assessments, independently against attainment targets, where applicable.
- Set, monitor and review performance levels associated with other tests, for instance, those recommended by a Speech & Language Therapist.
- Implement the assessment and marking policy of the school and Resource Base.

**Student Achievement**

- Set aspirational and clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including in relation to literacy, numeracy and other school targets.
- Track student achievement using IEP and B-Squared assessment programme.
- Attend Annual Reviews where required of students and make positive contributions to the review process.

**Relations with parents and wider community**

- Liaise with parents and carers, establishing positive relationships and involving them closely in their child's learning.
- Supporting parents and carers by providing strategies for parents to use at home to help with Developmental Language Disorder (DLD)
- Liaise with school based SLT and outside agencies to attend to the needs of the children within the base.
- Hold and or contribute to Annual Reviews, as necessary.

**Managing own performance and development**

- Take responsibility for implementing school and Lexis policies and practices.
- Take responsibility for own professional development.

### **Staff and other adults**

- Work collaboratively with Teaching Partners, SEND Intervention Specialist, SALT, EP and where applicable other support staff
- Deploy staff effectively in the classroom including preparation of lessons.
- Potential development of the role to include Line Management of some support staff.

### **Managing Resources**

- Select and make good use of Lexis shared resources which enable teaching objectives to be met.

### **Personal Specification**

1. Degree in a subject or Primary Teaching Degree
2. Qualified Teacher Status
3. Have a secure knowledge and understanding of a subject including knowledge specified in the National Curriculum
4. Clear understanding of how to differentiate for pupils with SEN, particularly pupils with DLD.
5. An ability to teach life skills to pupils
6. To have high expectations of all students and a commitment to ensure all students' needs are met
7. Understand the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching learning and achievement for all students
8. Excellent classroom practice
9. A clear understanding of equal opportunities and its practice in a school.