

Grading Job Description and Employee Specification

<u>Job Title:</u> Teacher	<u>Service area:</u> Learning Skills and Culture - Schools
<u>Post Number:</u>	<u>Division:</u> Schools
<u>Grade: MPS/UPS</u>	<u>Business Unit/Section:</u> <u>St Luke's Primary School</u>
<p><u>Overall Purpose of Job:</u></p> <ul style="list-style-type: none"> ◆ You are required to carry out the professional duties of a schoolteacher as set out in the School Teachers Pay and Conditions document. ◆ The post holder will be expected to work in accordance with the policies of the school and the Local Authority. ◆ To teach a class full time, to the high standard expected by the Headteacher, Governors and the community served by the school. ◆ To act as curriculum leader for at least one subject area (negotiable depending on experience of the applicant). ◆ To ensure improving standards of learning and achievement for all pupils. ◆ To take pastoral responsibility for the assigned pupils, ensuring that their social and welfare needs are met. 	
<p><u>Main Responsibilities:</u></p> <ol style="list-style-type: none"> 1. To maintain good order and behaviour among pupils whilst safeguarding their health and safety during activities, which take place within and outside school 2. Implement policies and schemes of work which fully support the national, LA and school policies on inclusion and entitlement 3. Ensure that teaching plans and provision match for each assigned pupil the specifications for provision and objectives given in his/her Statement of SEN and meet the agreed targets set at the last annual review meeting 4. Ensure that their teaching plans and any reports are parent-friendly and child-friendly and are discussed and developed in consultation with them at least once per term 5. Maintain, co-ordinate and monitor any individual support programmes agreed with external specialists (e.g. therapists) 6. Monitor and evaluate curriculum delivery to their assigned pupils by teaching assistants and improve plans and guidance to them, as necessary 7. Regularly review all pupils' learning targets and set new ones, as described in the school's documents on planning, assessing, recording and reporting 8. Participate in developing, implementing and monitoring any inclusion programme with mainstream settings for assigned pupils in collaboration with the Outreach Teacher and, as appropriate, any relevant teaching assistants and staff in the receiving mainstream setting 9. Provide for the pupil's parents each term, and as required for key professionals, a copy of a written evaluation of progress towards each pupil's priority learning targets and details about new targets 10. Record accurately each pupil's progress in an annual report, and in individual progress records and other required records as set out in the schools' policies 	

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11. Actively work with the relevant pastoral group teachers in the secondary special school to maintain continuity and progression for any assigned pupils who are at this stage of transition
12. Develop knowledge, skills and understanding concerning the role of ICT within all subject areas and support assigned teaching assistants in its use
13. Organise class team meetings to consider specific issues of organisation and development with relevant staff, when required
14. Set and monitor homework according to the school homework policy
15. Prepare reports on assigned pupils and attend case conferences, as required, and report back to the school's Child Protection Co-ordinator
16. Ensure daily registration and other administrative requirements are met by teaching assistants
17. Guide and monitor the work of students on placements and voluntary helpers and ensure that they work at all times in the presence of class team members
18. Plan, implement and evaluate off-site educational visits according to agreed procedures
19. Participate in, if personally possible, planned residential educational visits
20. Participate in the school arrangements for performance management and professional development
21. To effectively manage additional adults within the classroom

Knowledge, Skill and Experience Required:

- Communication skills, including facility with visual communication systems;
- Time management and organisational skills;
- Literacy and numeracy skills;
- ICT capability;
- Knowledge of child development and children's personal development needs;
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils;
- Knowledge of strategies which promote good behaviour and discipline;
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.

Creativity and Innovation:

- Monitors and is responsive to pupil learning and behaviour at all times by making adjustments to supervised activities;
- Monitors and is responsive to pupil personal needs and communication;
- Communicates effectively with teaching assistants, other professionals and parents whenever the need arises and recognises the need to communicate;
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, plans and reviews the differentiated curriculum and individual education plans/individual behaviour plans, supported by recommendations to changes in targets or provision by the teaching assistant.

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Decision Making:

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming disruptive or dangerous;
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil/class to access the curriculum fully and make progress;
- Takes action to meet pupils needs as they arise to avoid undue physical or mental stress;
- Responds appropriately to pupils attempts to communicate needs;
- Communicates information effectively to teaching assistants, other professionals and parents whenever the need arises.

Contacts and Relationships:

Teaching Assistants

- Shares planning with teaching assistants in good time, teaching and assessing the curriculum - daily

Pupils

- Enables access to the planned curriculum and meets personal and social needs - daily

Other staff

- Works in collaboration with SLT, other teachers, teaching assistants, dinner supervisory assistants, senior midday supervisors, escorts/drivers - daily

Other Professionals

- Provides information about pupil progress, strategies and issues, (e.g., to therapists, nurses, specialist teachers) and implements joint recommendations - weekly

Parents

- Shares information about class activities, pupil progress and family needs - irregularly
- Shares information about pupil progress with inclusion programmes - weekly

Leadership group of the school

- Takes part in departmental or whole school meetings – weekly

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

None

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WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

Physical Demands:

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a pupil's personal care needs, when taking pupils for off-site educational visits, when pupils embark onto and disembark from home-school transport.

When working with small children, sits on and gets up from low chairs and low tables.

May be involved in physical interventions with pupils, following LEA-approved Team-Teach techniques.

Moves and handles pupils with physical disabilities, following approved procedures and using mechanical hoists and other aids when indicated as necessary by risk assessment.

Working Conditions:

Works in classrooms for most part of school day. These can be warm/cold and pupils can be noisy.

May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

Work Context:

At risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

At risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

At risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene

At risk of infection when dealing with unwell children.

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Position in Organisation:

Indicate how many staff the post is directly accountable to:

Executive Head teacher



Deputy Head teacher



Assistant Head teacher



Class Teacher

Note:

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description 29 April 2026
 Date copy sent to Post holder

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POST NUMBER _____ JOB TITLE Teacher HOURS PER WEEK _____

	ESSENTIAL	DESIRABLE	How measured in recruitment & selection
EXPERIENCE	<ol style="list-style-type: none"> 1. Experience of teaching pupils at the primary phase 	<ol style="list-style-type: none"> 1. Experience of teaching pupils in a special educational needs setting. 2. Substantive experience of teaching at the EYFS and/or Primary phases of education 3. Experience of teaching pupils with severe to moderate learning difficulties. 4. Experience of using visual language systems for communication 5. Experience of working with children's families to help improve their educational, social and emotional outcomes 	<p>Application form Interview</p>
EDUCATION, TRAINING, QUALIFICATIONS	<ol style="list-style-type: none"> 1. Qualified Teacher Status 	<ol style="list-style-type: none"> 1. An additional qualification in the education of pupils with special educational needs 2. A willingness to undertake any training required to fulfil the duties as described in the job description 	<p>Application form/certificate</p>

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SKILLS AND KNOWLEDGE	<ol style="list-style-type: none"> 1. Awareness and understanding of current issues in education 2. An ability to work on your own and plan engaging and interesting lessons 3. An understand of strategies to teach children, reading and writing (letters and sounds) and early mathematical concepts 4. Ability to work well in and lead a team of teaching assistants 5. Decision making skills: the ability to investigate, solve problems and make decisions. 6. Communication skills. 7. Self-management skills: the ability to plan time effectively and prioritise 8. Ability to use ICT for teaching and learning 9. Knowledge and understanding of the principles of Trauma Informed Practice 	<ol style="list-style-type: none"> 1. Awareness and understanding of current issues in special schools 2. Knowledge of the implications of common disabilities in children for teaching & learning at school and for families of pupils 3. Ability to create a vision for the class team of effective teaching and learning for pupils with complex learning difficulties 	Application & Interview
PERSONAL QUALITIES	<ol style="list-style-type: none"> 1. A positive outlook on life - a growth mindset 2. Commitment to be a 'Champion for Every Child' 3. A team player – the ability to work in conjunction with 	<ol style="list-style-type: none"> 1. 	Interview/references

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	<p>other members of a team</p> <p>4. Ability to communicate with, guide, reassure and inspire parents</p> <p>5. Willingness to undertake training</p> <p>6. A commitment to inclusive practice</p> <p>7. A person who shows relentless curiosity and is keen to get the best from the children no matter what their starting points are</p>		
WORKING ARRANGEMENTS	<p>Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving & handling pupils with physical disabilities safely following recognised procedures and after appropriate training</p>		<u>Interview</u>

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes**
- Political restriction **No**
- The ability to speak fluent English under the Immigration Act 2016 **Yes**

Employee: _____ (print _____) Date: _____
 (signed) _____)

Manager: _____ (print _____) Date: _____
 (signed) _____)

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_____) _____
