

POST TITLE: EYFS KS1 Teacher – SEN Provision Unit	GRADE: Teacher Pay Scales
RESPONSIBLE TO: Headteacher	

Responsible for: No direct reports

Purpose of role:

- To be responsible for the teaching, learning and management of a class of eight EYFS & KS1 pupils within the SEN Provision Unit
- To work cooperatively as a member of the school team.
- To carry out the professional duties of a teacher as set down in the current schoolteachers pay and conditions.

General Professional Duties

- A teacher who is not a Headteacher shall carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Headteacher.

Exercise of particular duties

- A teacher shall perform, in accordance with any directions which may reasonably be given to them by the Headteacher from time to time, such particular duties as may reasonably be assigned to them.

Principle Accountabilities:

Teaching:

- In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to them.
- To provide a rich, high quality, stimulating and enabling learning environment, where resources can be accessed appropriately by all pupils.
- To ensure that each pupil has access to a broad, balanced and relevant curriculum differentiated to meet individual needs.
- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assessing, recording, and reporting on the development, progress, and attainment of students.

Other activities:

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- Promoting the general progress and well-being of individual students and of any class or group of students assigned to them.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students.
- Communicating and consulting with the parents of students.
- Communicating and co-operating with persons or bodies outside the school; and
- Participating in meetings arranged for any of the purposes described above.

Assessments and reports:

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- To work alongside the Inclusion Lead to write reports for the review of EHC plans, SEN review meetings and end of year reports to parents using the prescribed school format.

Appraisal:

- Participating in arrangements made in accordance with regulations made under section 131 of the Act for the appraisal of their performance and that of other teachers.

Review, induction, further training, and development:

- Reviewing from time to time their methods of teaching and programmes of work.
- Participating in arrangements for their further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for their supervision and training.

Educational methods:

- Advising and co-operating with the Headteacher 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 pastoral arrangements.

Discipline, health and safety:

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover:

- Supervising and so far, as practicable teaching any students whose teacher is not available to teach them providing that this does not exceed 38 hours in any school year and is in accordance with the school's Cover Procedures.

External examinations:

- Participating in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations, and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations.
- A teacher is not required routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation.

Management:

- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.
- Assisting the Headteacher in carrying out threshold assessments of other teachers for whom they have management responsibility.
- Co-ordinating or managing the work of other staff; and
- Taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation, and pastoral functions of the school.

Administration:

- Participating 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; and
- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.
- 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.

Management time:

- A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Working time:

- 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 they may be required to teach students in addition to carrying out other duties; and those 195 days shall be specified by the employer or, if the employer so directs, by the Headteacher.
- Such a teacher shall be available to perform such duties at such times and such places as may be specified by the Headteacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he 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.
- Such a teacher shall not be required under their 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.
- Such a teacher shall, in addition to the requirements, work such reasonable additional hours as may be needed to enable them to effectively discharge their professional duties, including, in particular, their duties. The amount of time required for this purpose beyond the 1265 hours referred to in the Working Time paragraph (bullet point 2) and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

Guaranteed planning and preparation time:

- A teacher shall be allowed reasonable periods of time (“PPA time”) to enable them to carry out their duties which shall amount to not less than 10% of the teacher’s time-tabled teaching time. A teacher shall not be required to carry out any other duties, including the provision of cover, during their PPA time.

Data Protection and Safeguarding:

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

General:

- The post-holder will be expected to exemplify the trust values of Respect, Opportunity, Collaboration and Aspiration and demonstrate trust behaviours as outlined in “The Futura Way”.
- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection and welfare of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order. <https://www.gov.uk/government/collections/dbs-filtering-guidance> ‘

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

Person Specification - Teacher	Essential (E) or Desirable (D)
Education	
Qualified Teacher status	E
Successful completion of ECT two-year Induction programme	E
Experience	
Evidence of suitability to work with children and young people	E
Knowledge of recent developments in learning and teaching	E
A good understanding of effective ways to facilitate learning	E
Familiar with the National Curriculum framework for your subject	E
Knowledge of recent developments in learning and teaching	E
Experience of working with children with Autism and/or EHCPs	D
Involvement in SEND/Inclusion	D
Knowledge and understanding	
Good knowledge of National Curriculum for your subject	E
Good understanding of Assessment for Learning practice	E
A clear understanding of the place of your subject within the whole curriculum	E
Knowledge and understanding of differentiation	E
Skills	
Demonstrate excellent classroom management and teaching skills	E
Ability to establish good relationships within the team, with other colleagues and with students	E
Effective communication skills, both written and oral	E
Excellent use of ICT as a teaching and admin tool	E
Attributes	
Positive approach to school self-evaluation and an insistence on high standards	E
Demonstrable commitment to implementation of whole school policies and procedures	E
A 'can do' attitude	E
A love of learning and a commitment to providing an inclusive educational experience for all pupils	E
An ability to integrate children with special needs into the life of the school, planning for their progress and creating opportunities for them to thrive	E
Keen to develop links across the curriculum	D
Committed to the Futura Learning Partnership aims	E
Committed to Equality and Diversity	E
Committed to own continuing professional development	E