ST. LUKE’S PRIMARY SCHOOL

**The Role of Teachers**

**CORE PURPOSE**

To teach assigned pupils with complex learning difficulties at Key Stages 1 and 2 and the Early Years and Foundation Stage; to ensure that all aspects of teaching (planning, assessing, recording, reporting and accreditation) are of a high quality; to make effective use of available physical and human resources; and 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.

**GENERAL RESPONSIBILITIES**

The role of a Teacher is explained in the current version of the School Teacher’s Pay and Conditions of Service.

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As part of their salary assessment, all teachers (other than those paid on the Leadership Pay Scale) receive the mandatory SEN allowance.

INSET and non-contact time will be made available to enable teachers to meet their responsibilities. However, there is an expectation that teachers will also do a reasonable amount of work outside of normal school hours in order to meet their responsibilities.

Specific targets will be negotiated with teachers each year in line with the targets identified in the school improvement plan and/or their performance review. There will be a review of their specific pastoral and curriculum responsibilities in the light of any significant changes in the school's development needs.

**SPECIAL RESPONSIBILITIES**

With regard to their assigned pupils, teachers are required to:

1. implement policies and schemes of work which fully support the national, LA and school policies on inclusion and entitlement;
2. 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;
3. 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;
4. maintain, co-ordinate and monitor any individual support programmes agreed with external specialists (e.g. therapists);
5. monitor and evaluate curriculum delivery to their assigned pupils by teaching assistants and improve plans and guidance to them, as necessary;
6. regularly review all pupils’ learning targets and set new ones, as described in the school’s documents on planning, assessing, recording and reporting
7. participate in developing, implementing and monitoring any inclusion programme with mainstream settings for assigned pupils in collaboration with the Outreach Teacherand, as appropriate, any relevant teaching assistants and staff in the receiving mainstream setting;
8. 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;
9. 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;
10. 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;
11. develop knowledge, skills and understanding concerning the role of ICT within all subject areas and support assigned teaching assistants in its use;
12. organise class team meetings to consider specific issues of organisation and development with relevant staff, when required;
13. set and monitor homework according to the school homework policy;
14. prepare reports on assigned pupils and attend case conferences, as required, and report back to the school’s Child Protection Co-ordinator;
15. ensure daily registration and other administrative requirements are met by teaching assistants;
16. guide and monitor the work of students on placements and voIuntary helpers and ensure that they work at all times in the presence of class team members;
17. plan, implement and evaluate off-site educational visits according to agreed procedures;
18. participate in, if personally possible, planned residential educational visits;
19. participate in the school arrangements for performance management and professional development.