

## JOB DESCRIPTION

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READING BOROUGH COUNCIL	Department/Directorate:
Post Reference No:	Location: The Holy Brook School
Job Title: Class Teacher	Grade/Salary Range: Upper Pay Scale Plus SEN 1 (after completion of ECT year)

### JOB PURPOSE

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head teacher.

To play an active role in deciding what is taught (curriculum), how it is taught (pedagogy), how it is assessed (formative and summative assessment) and how it is delivered (organisation) across the school

### DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Governors  
Head teacher  
School Leadership Team  
Class Teacher

### MAIN DUTIES AND RESPONSIBILITIES

*All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties and responsibilities of this post may vary from time to time according to the changing needs of the school. This job description may be reviewed at the discretion of the head teacher in the light of those changing requirements and in consultation with the class teacher and governing body.*

#### Planning, Teaching and Class Management

- To possess an up to date knowledge of the subjects taught.
- To enable pupils to understand key concepts, present information clearly and encourage appropriate discussion.
- To check pupils' understanding effectively, and identify and correct misunderstandings.
- To ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- To supervise the work of Teaching Assistants assigned to the class
- To support Teaching Assistants in the achievement of their appraisal targets
- To promote pupils' motivation and positive attitudes to learning.
- To create and maintain a class environment in which pupils feel safe.
- To contribute to the improvement in the attendance and behaviour of pupils.

### **Monitoring, Assessment, Recording, Reporting**

- To use assessment to check pupils' understanding in order to inform teaching.
- To use assessment to enable pupils to embed knowledge and use it fluently.
- To report pupil progress to School Leadership Team (SLT) and Subject Leaders

### **Curriculum Development**

- Lead a minimum of one curriculum subject area
- Review and evaluate the programme of study for the subject area, ensuring it builds towards an end point which addresses the gaps in pupils' knowledge and skills
- Plan a monitoring cycle of teaching and learning for subject area across whole school incorporating a range of monitoring techniques
- Establish a full and rounded view of what teaching, learning and outcomes look like in the subject area across the school
- Evaluate and report how lessons in the subject area contribute to the quality of education across the school
- Evaluate and report on pupil progression in key skills, knowledge and understanding in the subject area throughout the whole school.
- Compare standards across the curriculum i.e. how does children's evidence in core subjects compare with work in their evidence in foundation subjects
- Prioritise time to fulfil the subject leader role.
- Promote the subject, highlight good teaching and learning practice and ensure the subject is valued through display, rewards and celebration.
  - Support colleagues, ensure they:
    - are confident and comfortable with curriculum content
    - have access to the resources they need
    - have access to up to date accurate assessment
    - access to relevant CPD needs?
    - Are ready to share really good practice
- Join a subject association and make links with other subject leaders in the LA or in other settings nearby. Share good ideas, keep up-to-date with research and best practice.
- Ask for support when required

### **Other professional requirements**

- Support the philosophy, ethos and aims of the School
- Possess a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Participate constructively in the schools Performance Management cycle
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary
- Be available to support other areas of the School when needed

### SCOPE OF JOB (Budgetary/Resource control, Impact)

- Responsible for class budget which includes an element for SEND provision for pupils.
- First point of contact for Learning Team Assistant

### SPECIAL/OTHER REQUIREMENTS or RESPONSIBILITIES OF THIS POST

What level of DBS check is required for this post? ENHANCED

Does the post require a Protection of Vulnerable Adults (POVA) check? NO

Does the post require a Protection of Children Act (POCA) check? NO

What other security/safer recruitment clearances are required for this post - Universal Safeguarding of Children

The Holy Brook School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment

Is this post 'politically restricted'? NO

What Level H&S Responsibilities are applicable to this post? LEVEL 2

Please specify responsibility for implementing the Council's risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognized and that actions are taken and monitored to mitigate risks identified.

Health & Safety is the responsibility of all staff working at the Holy Brook School.

Please specify below any other Statutory Duties and/or responsibilities of this post not already covered in the 'Main Duties and Responsibilities' above

All staff at The Holy Brook School are required to have Team Teach training for the use of restrictive physical interventions in accordance with the schools Behaviour Policy.

## PERSON SPECIFICATION

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### QUALIFICATIONS/EDUCATION/TRAINING:

#### Essential

- Qualified teacher status (QTS)

#### Desirable

- Evidence of participation in professional development or further study

### EXPERIENCE:

#### Essential

- Successful teaching experience in a either a special or mainstream primary school

#### Desirable

- Experience of teaching children with special needs
- Working with children who have social, emotional and mental health difficulties
- Working with a range of professionals (e.g. Educational Psychologist, Social Worker)

### SKILLS AND ABILITIES:

#### Essential

- Teaching to a high standard and possess high expectations of pupil achievement
- Understands and motivates pupils with social, emotional and mental health difficulties
- Works well as part of a team and contributes to team development
- Ability to show resilience and self-reflection
- An effective communicator with colleagues and other professionals
- Good organisational and time management skills

#### Desirable

- Willingness to contribute to whole school developments and initiatives
- Willingness to participate in leading extra-curricular activities

### KNOWLEDGE:

#### Essential

- Knowledge of the National Curriculum requirements (EYFS, KS1 & KS2)
- Specific subject knowledge
- Ability to understand and use a range of teaching and learning strategies
- Knowledge of child protection guidelines and procedures

#### Desirable

- Experience of subject coordination

### SPECIFIC WORKING REQUIREMENTS:

- Basic 6-hour Team Teach Course in Restrictive Physical Intervention and De-escalation.
- Knowledge of the SEND Code of Practice and its implementation
- Knowledge and understanding of what is necessary to effect educational inclusion