

JOB DESCRIPTION

Authority: `West Berkshire Council	Department/Division: Education
Post Reference No:	Location: Kennet Valley Primary School
Job Title: Class teacher in an SEN class	Grade/Salary Range: TMS/UPS + SEN allowance

JOB PURPOSE

Teacher of SEND children - working with children and young people with complex needs.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Class teacher reporting to the Unit Lead, Deputy Headteacher and Headteacher

MAIN DUTIES AND RESPONSIBILITIES

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements and fulfil the general objectives of the School Transformation Plan.

DEVELOPING POSITIVE AND PROFESSIONAL RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate effectively with children, young people, colleagues and parents/carers.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about progress, attainment, engagement and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, inside and outside of school, in order to plan and implement effective practice to meet the needs of young people.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, coaching, mentoring etc.)
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

PROFESSIONAL SKILLS

- Plan for engagement and progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and personal and social skills.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 1. use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 2. build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 3. develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 4. adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- As part of a whole team, use agreed assessment tools (such as BOXALL Profiles, Therapeutic Thinking Tools and Earwig) as part of their teaching to identify learners' needs, in collaboration with appropriate wider teams, set realistic and challenging targets for personalised progression and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Support positive, prosocial behaviour by establishing and maintaining a clear and positive framework for positive behaviour support, in line with the school's behaviour policy/Therapeutic Thinking handbook.
- Use a range of positive behaviour support techniques and strategies in line with agreed Individual Therapeutic Plans, with specific reference to staff with relevant training, for example using Therapeutic Thinking Approach, PROACT-SCIPr-UK®, PACE, Emotion Coaching.
- Promote learners' self-regulation skills, independence and cooperation through developing their social, emotional and behavioural awareness and skills.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour support strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role, acting as a role model to young people, colleagues and other professionals.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

Class Teacher at Kennet Valley Autism/SEMH Unit- Person Specification

	Essential	Desirable
Hold QTS	X	
Wide range of Pedagogical understanding and experience	X	
In depth understanding of a wide range of learning needs including SEMH and ASD	X	
Experience of working with children with SEMH and Autism	X	
Experience of Primary Education settings	X	
Experience of Secondary Education settings		X
Experience of Early Years settings		X
DEVELOPING POSITIVE AND PROFESSIONAL RELATIONSHIPS <ul style="list-style-type: none"> • Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • Communicate effectively with children, young people, colleagues and parents/carers and other professionals. • Communicate promptly and effectively with parents and carers, conveying timely and relevant information. • Have a commitment to collaboration and co-operative working. • Work as a team member and identify opportunities for working with colleagues, overseeing the work of Learning Support Assistants and sharing the development of effective practice with them. 	 X x X X X X	
	Essential	Desirable
WORKING WITHIN THE LAW AND FRAMEWORKS <ul style="list-style-type: none"> • Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. • Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people. • Know how to identify potential child abuse or neglect and follow safeguarding procedures. • Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. • Have in depth knowledge of the SEND Code of Practice and ensure compliance across the setting 	 X X X X	X
DEVELOPING PRACTICE <ul style="list-style-type: none"> • Evaluate the performance of staff in the provision and be committed to improving their practice through appropriate professional development (i.e., training, coaching, mentoring etc.) • Have a creative and constructively critical approach towards innovation; being prepared to adapt practice 	 X X	X

<p>where benefits and improvements are identified. Provide positive and supportive feedback to team members to support the development of their practice.</p>	<p>X</p>	
<p>PROFESSIONAL SKILLS</p> <ul style="list-style-type: none"> • Plan for progression across the age and ability range, designing a challenging and engaging curriculum. • Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel safe, secure, and sufficiently confident to make an active contribution to learning and to the school. • Support the development of prosocial behaviour through a Therapeutic Thinking Approach • Promote learners' self-regulation, independence, and cooperation through developing their communication, social, emotional and prosocial behavioural skills. • Have skills of supporting staff through challenging situations 	<p>X X X X X X X</p>	
<p>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</p> <ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching and learning approaches and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Have a detailed understanding of Therapeutic Thinking Approach and how it is applied in education settings. • Have a detailed knowledge of autism. • Have depth of understanding of attachment theory and application of this in curriculum planning and personal provision planning. • Have depth of understanding of Trauma Informed Practice in education. • Know the assessment requirements and arrangements for a primary curriculum. • Know a range of approaches to assessment, including the importance of formative assessment. • Know how to use data to evaluate the effectiveness of teaching, to monitor the progress of learners and to raise levels of attainment. • Know and understand the relevant statutory and non-statutory curricula and frameworks. 	<p>X X X X X X X X X</p>	<p>X X X</p>

<ul style="list-style-type: none"> • Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities. • Understand how children and young people develop and how progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • Know how to make effective personalised provision for all learners. • Promote celebration of diversity and promote equality and inclusion in all areas of practice. • Know when to draw on the expertise of colleagues, and to refer to sources of information, advice and support from external agencies and support teams in applying advice and guidance. 	<p style="text-align: center;">X</p>	
<p>PERSONAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Hold positive values and attitudes and adopt high standards of behaviour in their professional role. • To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation. • To take responsibility for safeguarding and promoting the welfare of children. • To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner. • To undertake training and professional development as appropriate. • To undertake other duties appropriate to the post that may reasonably be required from time to time. 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	