Burnt Ash
PRIMARY SCHOOL

**Job Description**
Unqualified Teacher for Primary Additionally Resourced Provision

**Main Purpose**

- To teach pupils with severe complex learning difficulties under the guidance of the Lead Provision Teacher.

**Summary of Responsibilities**
**Support for Pupils**

- Demonstrate a through and up-to-date knowledge of the teaching of 4 to 11 year old pupils with complex learning difficulties, taking account of any wider curriculum developments.
- Work positively with individuals or groups enabling children to fully engage and challenging their learning.
- Consistently and effectively plan and lead learning experiences to meet the pupils' individual learning needs.
- Be aware of and working in line with the SEN Code of Practice 2014 at all times
- Positively promote the vision and values of the school at all times acting as an ambassador, actively promoting high standards.
- Promote positive behaviour pattens, raise self-esteem, and improve independent working in pupils to assist in their education and growth.
- Assist with the development and implementation of children's Educational and Health Care Plans plus other support plans.
- Use resources to support the children's Speech and Language plus other aspects of need.

**Support for Teachers**

- Assess pupils' achievements and progress in accordance with arrangements agreed within the school
- Monitor the welfare of pupils, taking action where appropriate
- Use strategies, in liaison with the teacher, to support all learners to achieve learning goals.
- Take an active role in the planning and adaptation of learning activities using the children's individual targets.
- Monitor pupils' responses to learning activities and accurately record achievement and progress and share this information with the teacher and LSAs.
- Promote positive behaviour, dealing promptly with disruption and disregulation in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive and supportive relationships with parents/carers and pupils.
- Create and maintain a calm, supportive, and inclusive environment.

**Support for the Curriculum**

- Undertake structured and agreed learning activities and teaching programmes, adjusting activities according to pupils' individual needs and responses.
- Undertake literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
- Use ICT to support learning activities and develop pupils' independence.
- Prepare and adapt resources to support the learning of groups or individuals.

**Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Attend and participate in relevant development, training and meetings.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To ensure children are offered a safe environment.
- To undertake any other duties within the school as requested by the Headteacher or Senior Leadership Team.

**All Staff at Burnt Ash primary School are expected to maintain our agreed standards**

**Staff at Burnt Ash Primary will:**

- Be ambassadors for the school.
- Embrace a challenging culture - where only the best is good enough
- Demonstrate a positive mind-set - aspiring to be the best they can be and support others to do the same.
- Communicate in a clear and positive manner to different audiences – children, parents, staff and visitors. They will use appropriate body language and non-verbal expression.
- Role model politeness and respect to others – including colleagues, children and parents.
- Use time efficiently, both their own and others'.
- Be proactive regarding their professional development and learning.
- Be reflective about their own practice and consider its impact.
- Be creative and prepared to try out new ideas.
- Always role model high expectations.
- Dress in a smart, professional and appropriate manner.