

TEACHER JOB DESCRIPTION AND PERSON SPECIFICATION

POST:	Class Teacher
LOCATION:	Spring Common Academy
RESPONSIBLE TO:	Head Teacher
SALARY:	Salary dependent upon qualifications and experience (plus SEN allowance)

Protective Ethos

Child & Young People Protection and Safety

Spring Common Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to actively share this commitment. All staff are required to promote a school team protective ethos and record all concerns about a child's safety and welfare using the electronic recording system and notify the Designated Safeguarding Lead (DSL) promptly.

All staff will follow local safeguarding board inter-agency procedures (www.cambslscb.org.uk) and attend meetings/training as required by the Head Teacher.

Can you inspire and make a difference?

This is an exciting opportunity for a teacher with energy and enthusiasm to join a successful team. Pupils will have a wide range of special needs and disabilities. Each class has a high staff to pupil ratio according to pupil needs.

Support is always there to help:

You will be supported by a Senior Leadership team that includes: Head Teacher, Assistant Heads, Managers for specific curriculum and pastoral areas

Being adaptable:

You should be aware that the school reserves the right for flexibility in the interests of the efficient use of resources for staff so this means we could ask you to teach in different age groups in the school. This is usual in special schools.

Defined staff structure:

We support our teachers well to make a difference with our children and young people. The school has a staff structure of Lead Class Teaching Assistants for each class at level 3 and TAs at level 2 dependant on pupil need. This post will be important to secure continuity of learning plans and intervention programmes for our pupils

Working with multi – agency teams:

It will be an important part of the role to plan the implementation of therapy or multi–professional advice with other staff and to make sure the objectives detailed in Education Health Care Plans are achieved.

Working with parents and carers:

It is anticipated that the successful candidate will develop close links with parents and carers and multi–agency professionals.

Structuring learning:

An understanding of Assessment for Learning for pupils is important in order to track progress, enable sequential planning and adapt Learning opportunities in a Special School environment. SLT set up coaching and arrange mentoring of a good candidate without this level of expertise.

Induction programme:

We wish to assure you that the school is prepared to support a Candidate with mentoring and coaching to achieve outstanding standards of teaching and learning. We provide an enhanced training programme in the first year of joining our Academy to develop specialist SEND knowledge.

General teaching duties:

The general duties for teachers are described in the Teacher standards document and Appraisal and Capability for teachers.

1. Promoting the learning and teaching of pupils, having due regard to individual needs of pupils, including Curriculum expectations, frameworks and all policies agreed by the Governing Body.
2. To share in the corporate responsibility for behaviour and safeguarding by following safeguarding policy and procedures for child protection, well being and discipline of all pupils. All staff share responsibility for promotion of a protective and secure environment for all our children. Preparedness to positively support children with challenging behaviours and to gain positive outcomes is an expectation within a team.
3. To actively promote the agreed aims and values of the school and through personal example reflect and develop the ethos of inclusion, development of achievement and our caring values at Spring Common Academy.
4. Plan termly targets and schemes of work for your class and for unique individuals and evaluate their effectiveness for the Head Teacher. Prepare EHCP outcome expectations.
5. Develop class based curriculum resources and follow purchasing procedures for financial audit.
6. Keep all forms of record keeping and assessment files up to date and accessible to senior leaders analysis.
7. Attend and realise the importance of your contribution in meetings as requested e.g. staff meetings, case conferences, parents evenings and school based in-service training.
8. Attend in-service training to develop the SEN specialist teacher role.

9. Cover classes for absent colleagues in any class as requested during teacher directed time.
10. Carry out supervision duties at any time as requested during the school day, e.g. monitoring break, arrival and departure of pupils or to maintain safety in case of staff absence.
11. To complete risk assessment and procedures using online reporting such as Evolve prior to educational visits.

To whom responsible: Head Teacher

Person Specification:

Qualifications and Training

- Qualified Teacher Status (QTS) or educated to degree level and interested in gaining qualified teacher status (QTS) within 2 years or enrolled on a degree program with the intention to gain QTS within 2 years of finishing said degree.
- Evidence of further professional study in SEN is desirable.
- The willingness to undertake additional training to develop SEN specialist skills and expertise is essential for our school.

Experience

- Teaching pupils with a range of needs and taking into account medical and care needs. However, we would be very willing to train a suitable candidate.
- Working in partnership with parents and carers.
- Flexibility and personal skills to work in liaison with other agencies is desirable.
- Interpersonal skills to work in a team and meeting agreed outcomes is essential.

Knowledge and Skills

- Ability to teach Literacy, Numeracy at Early Years or Primary stage levels.
- Commitment to functional approach to integrate Literacy, Maths and ICT into lesson design.
- Ability to teach and offer a main Curriculum subject.
- Ability to listen and respond to the needs of parents and carers to engage them in learning process.
- Personal ICT capability.
- Ability to assess and record progress and use this data to plan individually.
- Ability to safeguard children to maintain safety. To develop risk assessments and health and safety planning. (Training is available).
- Ability to direct and deploy Teaching assistants and contribute towards their training.

Personal Qualities

- Flexibility and resilience
- Patience and adaptability
- Team working skills
- Willingness to continue your professional development
- Excellent communication skills
- Keen eye for detail in relation to care standards and health & safety to ensure protocols with Health are maintained.
- Commitment to Equalities Act 2010, equal opportunities and inclusion of children.
- Ability to listen and be receptive to new ideas to gain best practice.

Essential

- QTS status or Educated to degree level and interested in gaining qualified teacher status (QTS) within 2 years or enrolled on a degree program with the intention to gain QTS within 2 years of finishing said degree
- Personal skills to work as part of a team
- Patience and personal resilience
- Strives towards outstanding teaching and learning.

Desirable

- Willingness to undertake additional training to gain a specialist qualification in special education needs including: PMLD, Autistic Spectrum Condition, NPQ, SEN Code of Practice and knowledge of disability discrimination.
- Outreach and Inclusion interest or experience