



Job Description

Classroom Teacher – Resource Provision (SLCN)

Responsibility:

EYFS / Key Stage 1 / Key Stage 2

Main Purpose:

- To provide high quality teaching and learning for pupils with speech, language and communication needs, including pupils with associated social communication difficulties and /or autism, within a specialist resource provision attached to a mainstream school.
- To teach pupils in the 3-11 age range and to teach all aspects of the statutory relevant curriculum and the agreed Trust/Academy curriculum.
- To help all pupils to achieve her/his potential in all aspects of development – social, emotional, intellectual, moral, aesthetic
- To implement the school's commitment to high achievement and effective teaching and learning and create a communication-rich, inclusive and therapeutic learning environment.

Responsible to:

- The Principal / Unit manager, SENDCo, Governing Body and the Trust

General Duties:

- To carry out all duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document.

Classroom Responsibilities:

- To ensure high standards of work, attendance and punctuality from pupils, in accordance with agreed school policy and practice.
- Provide a personalised, adapted and developmentally appropriate curriculum which meets pupils' individual communication, learning, sensory and social-emotional needs.
- Establish clear routines, high expectations and positive behaviour support so that pupils feel safe, understood and ready to learn.
- To make effective use of assessment to inform planning, next steps and intervention.
- Work closely with other professionals to implement integrated targets and strategies.



Job Description

- Deliver and oversee targeted interventions and programmes arising from professional advice, assessments and EHCP outcomes.
- Ensure EHCP outcomes and provision maps are translated into effective classroom practice.
- Work collaboratively with the SENDCO, Inclusion team and senior leaders to ensure consistency and inclusion across the school.
- To liaise with parents, providing opportunities for them to discuss and consult about their child's learning and progress, including target setting.

School Responsibilities:

- To contribute to whole school initiatives.
- To take part in directed hours' activities, staff meetings, working parties, INSET.
- To plan and evaluate the work of classroom assistants, students and volunteers.
- To co-ordinate and lead on an agreed area of the curriculum.
- To participate in performance management interviews and to set objectives for personal development and pupil progress.
- To contribute to the school improvement planning process and the implementation of priorities.

Equal Opportunities

The post holder should carry out all activities in line with the Academy's policies for Health and Safety, Safeguarding and Child Protection and Equal Opportunities.

Where the post-holder is disabled, every effort will be made to fully supply all the necessary aids and adaptations or equipment to allow them to successfully carry out the full duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Wise Owl Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description, but are relevant to the work of the post holder.

This role, may require the post holder to work across or at any of the academies within the Wise Owl Trust.



I understand and adhere to the responsibilities set out in the job description.

Name of Employee:

Signature:

Date:

Job Description



Personal Specification

Classroom Teacher

Note to applicants:

Listed below are the minimum requirements which are considered necessary for the post. In your application, please address each of the areas asterisked, giving details of your experience together with examples of how you have undertaken tasks which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post.

Minimum Essential Requirements

Method of Assessment

1. Training, Qualifications, Experience

To be a qualified teacher	Application Form
To have attended relevant courses	Application Form
To have had experience of teaching children in the 3-11 age range	Application Form

2. Abilities

The ability to provide a well organised and stimulating classroom environment.	Application Form / Interview
The ability to plan, deliver and evaluate a learning programme for children which takes into account the needs, aptitudes and stage of development of all pupils.	Application Form / Interview
The ability to match teaching to children's individual needs so that one's own and pupil's time is used effectively.	Application Form / Interview
The ability to use a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupil's learning.	Application Form / Interview
The ability to identify and provide for pupils with individual educational needs, through the application of Individual Education Plans.	Application Form / Interview



Personal Specification

Minimum Essential Requirements

Method of Assessment

2. Abilities continued...

The ability to establish and maintain consistently high expectations of pupil behaviour through well focused and well-paced teaching.

Application Form /
Interview

3. Special Knowledge

Understanding of the learning, social and pastoral needs of pupils.

Application Form /
Interview

Awareness and understanding of the various cultures represented in urban areas.

Application Form /
Interview

Awareness and understanding of the principles of equal opportunities.

Application Form /
Interview