

The Chiltern School

Early Years Teacher

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	MPS/UPS
Working Hours	195 days as specified in the STPCD Full Time

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General Duties

General description of the post

The school welcomes early years teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Teachers on upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirements to meet threshold standards

In particular, teachers at UPS3 will:

- Provide a role model for professional practice in the school
- Make a distinctive contribution compared with other teachers
- Contribute effectively to the wider team by leading on an area of the School Improvement Plan

All staff within the school are expected to make a valuable contribution. The postholder will:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher
- Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- Contribute to raising standards of pupils attainment.

Values and behaviour

All staff play a vital role in assisting to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

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Personal and professional conduct

All staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including: - democracy, the rule of law, individual liberty and mutual respect, and - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

Responsibilities

The post holder is accountable to their line manager at all times.

Conditions of Employment

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher and following consultation with you and will be reviewed annually as part of the appraisal process.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

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The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Person Specification		
	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher status with a good honours degree • Evidence of continued personal and professional development 	<ul style="list-style-type: none"> • Additional qualification in SEND • MSI Qualification • ASD Qualification • Additional Leadership Qualification
Experience	<ul style="list-style-type: none"> • Recent experience of working in school or Early Years Setting • Experience of working with nursery, and reception aged pupils. • Recent experience in raising students' attainment • Evident of recent professional development • Confidence in dealing with pupils demonstrating a range of complex needs 	<ul style="list-style-type: none"> • Successful teaching of pupils with SEND • Knowledge and experience of augmentative communication systems, signing, PECS, etc • Experience of teaching pupils with ASD • Experience of teaching pupils with significant learning disabilities • Experience of dealing with pupils demonstrating challenging behaviours • Training in Team Teach • Experience of SCERTS, Attention Autism, Intensive Interaction
Knowledge and understanding	<ul style="list-style-type: none"> • A passion for learning and an outstanding teacher • Secure commitment to a clear vision for the school • Ability to match children's needs in terms of curriculum, spiritual, 	<ul style="list-style-type: none"> • Knowledge and experience of delivering a cross-curricular model through creative approaches • Experience of developing schemes of work • Knowledge or experience of using assessment tools

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	<p>personal and social development</p> <ul style="list-style-type: none"> • Understanding and awareness of current educational developments and the implications of relevant educational legislation • Can demonstrate a good understanding of curriculum planning, development and review • Can demonstrate ability to determine priorities and set targets to deliver them • Proven experience of developing personalised learning programmes • Work as part of a team • Motivate and inspire students and parents • Knowledge of assessment, recording and reporting • Communicate effectively, orally and in writing for a range of audiences and purposes • Manage good communications systems • Excellent ICT skills 	<ul style="list-style-type: none"> • Ability to interrogate and analyse pupil data to improve individual and whole school outcomes
Leading and managing staff	<ul style="list-style-type: none"> • Can demonstrate ability to use classroom support staff effectively 	<ul style="list-style-type: none"> • Can demonstrate that they have been responsible for the development of the practice of others
Leadership and management	<ul style="list-style-type: none"> • Evidence of working closely with parents/carers and other 	<ul style="list-style-type: none"> • Ability to develop links with local schools, colleges and community groups

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	<p>professionals in establishing learning priorities</p> <ul style="list-style-type: none"> • Proven ability to work with parents as partners and involve them in the education of their children • Is prepared to work collaboratively with a wide range of professionals in order to provide the best possible service for the pupils 	<ul style="list-style-type: none"> • Is able to articulate a long term view of the role of special schools • Knowledge and understanding of SEND reforms and the 0-25 agenda
Corporate responsibility	<ul style="list-style-type: none"> • Commitment to comply with the school's policies • Commitment to continue personal development in relevant area • Commitment to participate in the staff review and development process • Commitment to raising standards for all staff and students • Commitment to equal opportunities and inclusion • Commitment to participation in the full life of the school 	
Personal qualities	<p>At The Chiltern school we expect all staff to demonstrate and model our core values. Curiosity, Kindness, Respect, Aspiration, Courage.</p>	

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	<p>These are particularly important for this role but you will also need to demonstrate that you are:</p> <ul style="list-style-type: none">• Empathetic• Well organised• Diligent• Conscientious• Ability to work as part of a team.	
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