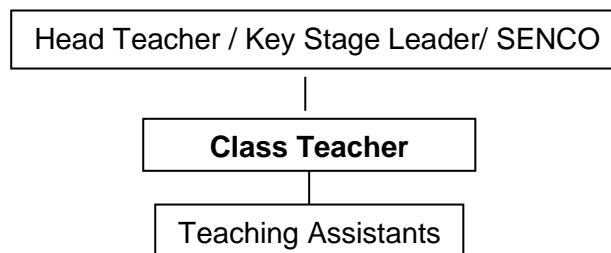


## JOB DESCRIPTION

<b>TITLE:</b>	Class Teacher
<b>SCHOOL:</b>	Lady Zia Wernher School
<b>RESPONSIBLE TO:</b>	Head Teacher
<b>GRADE:</b>	MPR/UPR + SEN allowance
<b>PURPOSE OF POST:</b>	The post holder has teacher commitment in the Lady Zia Wernher School in Foundation/KS1/KS2. The teacher will contribute to the School Improvement Plan, supporting the ethos, aims and vision of the school, working collaboratively to provide a learning environment where children are challenged and every individual is valued and supported by high quality teaching.

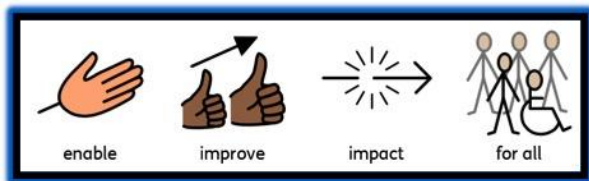
## ORGANISATION CHART:



## Principle Responsibilities

A class teacher will have responsibility for the education and well-being of a group of pupils in accordance with the provision of the current School Teachers' Pay and Conditions Document, having due regard for the requirements of the National Curriculum, the wider curriculum, the school's vision and values, and any required policies of the Governing Body. To perform and develop abilities in line with Teacher Standards (DfE 2012).

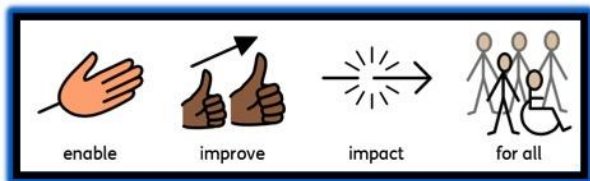
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## MAIN PROFESSIONAL RESPONSIBILITIES

- To teach a class group of pupils with a range of complex learning needs.
- To ensure that all pupils are offered a broad, balanced and appropriate curriculum in accordance with the school's Curriculum and Teaching & learning policies.
- To plan and complete individual education plans, keeping regular records, and reviewing pupil progress in relation to stated educational targets in line with the school's policies and procedures.
- To prepare reports for Annual Review for EHCP, summaries and assessment purposes, and to maintain an individual pupil file in their class.
- To adhere to school guidelines and requirements relating to planning, record keeping, assessment and reporting.
- To have a general responsibility for the well-being of pupils and refer to their team leader in matters of concern.
- To provide a stimulating, appropriate and welcoming classroom environment.
- To organise and maintain classroom and school resources and equipment.
- To lead a team of teaching assistants, directing and supporting their duties, preparing timetables, and ensuring that they have appropriate understanding of each pupil's needs and of the teaching programmes and methods in place.
- To be included in playground duties as required.
- To promote the school's commitment to pupil participation in all aspects of their school life.
- To encourage and welcome contact with parents and carers, endeavouring to ensure that such relationships are supportive, informative and helpful to them.
- To work in partnership with colleagues, team members, other professionals and agencies.
- To participate in staff meetings and school based inset.
- To maintain effective CPD and share knowledge gained with members of the staff team as appropriate.
- To participate in the Statutory Performance Management arrangements.
- To contribute to the production and implementation of the School Improvement Plan.
- To promote the use of alternative methods of communication within the classroom and specialist strategies, ensuring that support staff are aware of this requirement and helped to gain the relevant skill.
- To maintain good order and a proper level of behaviour management in their classroom and adhere to all Health & Safety rules and procedures.
- To be prepared to work in any area of the school.
- To be a curriculum/ learning needs leader across the whole school, monitoring progression and impact on pupil outcomes. This can include consulting with colleagues and feeding back to the Senior Leadership Team.
- To undertake other reasonable duties as may be directed by the Head teacher.

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## Qualifications and Experience

- QTS.
- Appropriate Special Education endorsements or licensure.
- Experience in educating special needs students.
- Proven effective classroom and student behaviour management skills.
- Knowledge of current special education practices and methodologies.
- Knowledge and understanding of State, local and federal regulations and policies affecting special education.
- Working knowledge of educational technology applications.

## DIMENSIONS:

<b>Supervisory Management:</b>	Class Team
<b>Financial Resources:</b>	Class Budget
<b>Physical Resources:</b>	As above
<b>Other:</b>	n/a

## Physical Effort:

The job will involve moving and handling of children and equipment on a regular basis. Training will be provided

## Working Environment:

There will be the requirement to deal with vomit and bodily fluid when children are unwell or when following care plans

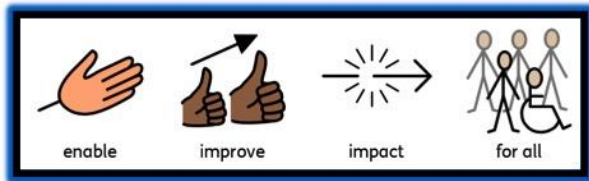
## CONTEXT:

All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A

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person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

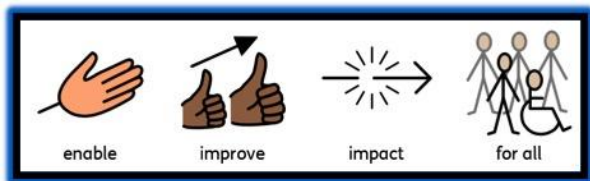
**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**This Job Description could be reviewed during the autumn term in line with the statutory arrangements for Performance Management. Additionally this job description may be amended at any time, following consultation with the head teacher and by the agreement of both parties.**

**The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**

**CVs will not be accepted for any posts based in schools.**

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## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

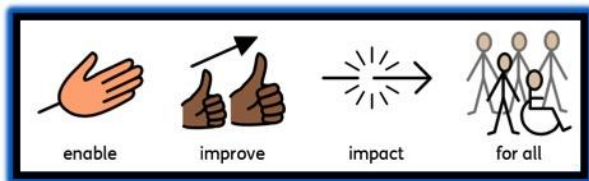
**Essential (E)** :- without which candidate would be rejected

**Desirable (D)** :- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrate experience of teaching children with Special Educational Needs	1,2		
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies)	1,2	Able to coach and mentor other	1,2
	Able to use IT to support both the curriculum and work organisation	1,2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team	1,2		
	Able to monitor and evaluate teaching and learning	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning	1,2		
	Able to assess the needs of individuals to inform lesson planning	1,2,5		
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly	5		

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Equality Issues	Demonstrable commitment to inclusive teaching and learning	2,5		
	Awareness of the effects of discrimination on pupils, parents and colleagues	1,2		
Competencies	Able to demonstrate the appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to the use of authority and maintaining discipline	1,2		
Specialist Knowledge	Subject/KS, curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4		
	Evidence of ongoing cpd	1,2		

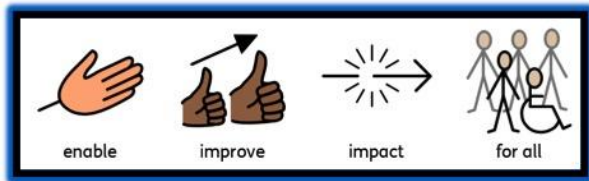
( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

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In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

***The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.***

3

CVs will not be accepted for any posts based in schools.

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