

Primary Class Teacher

School:	Capella House, Twickenham
Contract:	Full time/ Permanent
Grade:	UQT/MPR plus SEN Allowance dependent on experience (Outer London)
Hours of Duty:	32.5 hours per week (1265 hours directed time)
Reports to:	Head of Centre
Liaison with:	Head of Centre/Teachers/ Teaching Assistants/Therapist/Administrator/Parents and other professionals

Main Purpose and Objectives of work

The teacher will:

1. Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
2. Meet the expectations set out in the Teachers' Standards
3. Deliver a broad, motivating and enriching curriculum differentiated through bespoke lessons in a highly personalised way to connect and fully engage with every learner.
4. Develop the individual's skills and abilities whilst fostering caring and positive attitudes.
5. Raise standards of achievement across the school for all pupils so that they achieve to the best of their ability in their academic, social, creative, personal, physical and moral development.
6. Work as a part of a team to provide pupils with:
 - An individualised personal curriculum
 - Opportunities to learn in the way best suited to their learning needs and styles
 - Maximum access to a range of methods of communication
 - A reduced dependence on adults
 - An enriched and motivating curriculum
 - Opportunities to be involved in real life experience beyond the classroom
7. Work collaboratively with the other KS1 teacher and teaching assistants to ensure an effective, motivating outdoors learning planning with a broad range of learning opportunities in line with the school curriculum

General duties and responsibilities

Support the Head of Centre and Headteacher by promoting the values and vision of the school through genuine commitment to teamwork, a proactive and conscientious responsibility to your duties.

Teach a broad and enriching curriculum to a class of pupils who have speech, language and communication (SLCN) as their primary need, and who may also have associated needs including autistic spectrum disorders (ASD), ADHD, sensory issues, social and emotional health needs .

Work collaboratively with the multi-professional team of therapists and teaching assistants so that approaches are personalised to meet individual needs and ensure that all pupils will be supported and challenged to:

- Grow in confidence and become as independent as possible
- Make a positive contribution to the school and the wider community, in which they are valued as individuals and act for the benefit of others.

Contribute to the evaluation, development and implementation of the school's policies, practices and procedures so as to support Capella House's values and vision.

Adhere to the schools safeguarding and behaviour support procedures and policies and be seen to actively promote them in all aspects of work.

Specific Duties

1. Leadership and Management

- Contribute to school development planning and in other school improvement work.
- Lead the class team and support, supervise, organise and deploy the work of other members of staff/students/volunteers.
- Contribute to the recruitment, continuing professional development and performance review of support staff and other colleagues.
- Participate in arrangements for own further training and professional development in order to improve own teaching.

2. Quality of Education, Curriculum, Assessment, Teaching and Learning

- Set high expectations which inspire, motivate and challenge pupils.
- Lead and develop one or more curriculum areas throughout the school and provide information, training, support etc. to other members of staff (plus volunteers and students as appropriate).
- Be an outstanding and inspirational classroom practitioner able to reflect on and adapt one's own teaching and have a positive impact on that of others.
- Promote good outcomes by pupils linked to their EHCP outcomes.
- Demonstrate good subject knowledge across the curriculum for the phase taught.
- Plan and teach well-structured lessons following the school's plans, curriculum and schemes of work, including use of ICT.
- Adapt teaching to respond to the strengths and needs of all individual pupils.
- Monitor and assess pupils' work and to use assessment to inform planning and identify individual needs.
- Keep records of pupil progress and track and report achievement in line with school policies and procedures, statutory requirements and those related to External Accreditation and Awarding bodies.
- Organise and maintain a stimulating working environment appropriate for the range of activities taking place and the special educational needs of the pupils.
- Ensure that resources are created, organised and readily available to promote learning for individuals including ICT and access technology.
- Prepare and manage an annual subject development plan including costings.

3. Behaviour and Attitudes

- Promote good progress and outcomes by pupils

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- Manage behaviour effectively to ensure a positive and safe learning environment.
- Record, analyse and respond to incidents of behaviour in line with the behaviour policy.
- Along with all staff members, have a shared responsibility for the welfare and pastoral needs of all the students in school throughout the day and for keeping the Head of Centre/HeadTeacher informed of any developments or changes.

6. **Personal Development**

- Work collaboratively with other professionals e.g. Occupational and Speech & Language Therapists, Physiotherapist and implement programmes developed with them to secure co-ordinated outcomes.
- Ensure that progressing independent learning is a fundamental part of the daily routines of the classroom.
- Ensure that the use of agreed strategies and interventions are used consistently by all staff to support pupils' communication, health and emotional wellbeing.
- Be responsible for the forward planning, preparation, risk assessments and other arrangements for Educational Visits (including residential) for the class in accordance with the school's policies.
- Plan and deliver in collaboration with other staff the wider enrichment and life skills curricula.
- Participate in the wider life of the school by running extra-curricular activities and attending fundraising and social events, promoting positive relationships between staff, home and school.
- Carry out playground and lunch duties so that the ethos and aims of the school are supported and implemented throughout the whole school day.

7. **To fulfil wider professional responsibilities**

- Attend staff meetings as required.
- Encourage a productive partnership with parents/carers.
- Forge links with other staff, the co-located schools, other special schools and with community partners.

Person Specification

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfill the criteria.

Application	A
Interview	I
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Criteria		Evidence	Essential/Desirable
Education and Qualifications			
1	Qualified teacher status	A	D
2	Specialist qualifications such as a further degree or diploma, specialist training such as Makaton, TEACCH, SCERTS, Team Teach	A	D
Skills/Abilities/Knowledge			
3	Experience of working with children/young people with SEND.	A	E
4	Experience of teaching in KS2/KS3/KS4 (depending on role applied for)	A, I	E
5	Experience of planning and delivery of a broad and balanced curriculum, including the National Curriculum.	A, I	E
6	Experience of assessment processes and procedures in line with statutory requirements.	A, I	E
7	Ability to communicate effectively orally and in writing with pupils, colleagues, parents and governors.	A, I	E

8	Ability to plan, monitor, evaluate and record teaching and learning within the class and with other teams.	A, I	E
9	Proven ability to teach pupils with SEND effectively enabling individual access to learning and developing strategies for raising pupil performance..	A, I	E
10	Ability to lead the class team and supervise, organise and deploy other members of staff/volunteers and to oversee and monitor the outcomes.	A, I	E
11	Ability to use basic ICT effectively (e.g computers, iPad, Chromebooks, digital camera, downloading, photocopier etc) to support learning.	A, I	E
12	Knowledge of effective behaviour management strategies.	A, I	E

13	Knowledge of and commitment to safeguarding and equality.	A, I	E
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Personal Qualities

14	A commitment to gaining the best outcomes for all pupils and promoting the ethos and values of the school.	I	E
15	Able to use your own initiative..	I	E
16	A dynamic and committed approach to completing projects.	I	D
17	Ability to work effectively both as an individual and collaboratively.	A, I	E
18	Commitment to promoting the wellbeing and inclusion of pupils with learning difficulties.	A, I	E
19	Commitment to maintaining confidentiality at all times.	I	E