

JOB DESCRIPTION

ROLE: Teacher

GRADE: MPS/UPS + 1 SEN Allowance

REPORTING TO: Headteacher

JOB PURPOSE:

To be responsible to the Headteacher, for all learning activities undertaken by a group or groups of pupils with complex special educational needs that may be multiple and complex.

The pupils placed in this special school will have a wide range of needs encompassing a spectrum of learning difficulties. Pupils will have complex autistic spectrum disorders (ASCs), with some associated behavioural issues, and also speech and language disorders.

To promote the emotional wellbeing, behavioural, social, and academic progress of individual pupils and of any class and group of pupils assigned to him/her principally, but not exclusively, by teaching the specified curriculum and undertaking other activities for, or relating to, pupils.

SPECIFIC RESPONSIBILITIES:

Teaching and Learning:

- Produce long and short-term planning in accordance with school policy and procedures and within required deadlines, showing how you will assess pupils' learning.
- Teach, according to their educational needs, the pupils assigned to him/her including the setting and marking of work carried out by those pupils; the number of lessons should not normally exceed that limit which has been agreed in the school.
- Teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- Assess, record and report on the development, progress and attainment achieved by those pupils assigned to him/her.
- Communicate and consult, in accordance with statutory guidelines and circulars, with the parents/carers of the pupils he/she is assigned to teach.
- Participate in meetings arranged for any purpose of the described above
- Prepare Annual Reviews and Annual Reports to parents for pupils that you teach and ensure that reports from other members of staff are collated. Contribute to reports on pupils you teach with other staff.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils, including their personal and social needs.
- Lead and/or support the school enrichment programme, both timetabled and before school/lunchtime and after school.
- Take all reasonable steps to maintain good order and discipline among pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

- Participate, as appropriate, in meetings at the school which relate to the curriculum, administration or organisation of the school.
- Participate in arrangements, as appropriate, for preparing pupils for public examinations, in assessing pupils for the purposes of examinations and recording and reporting such assessments.
- Subject to the provisions of the School Teachers' Pay and Conditions Document, the associated statutory guidance and the school's arrangements for cover, participate in an equitable system of cover, supervise and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- Attend assemblies, unless a dispensation has been granted, register the attendance of pupils and supervise pupils in accordance with school policy, whether these duties are to be performed before, during or after school session.

Whole School Organisation, Strategy and Development:

- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the school's values and vision.
- Set an example of personal integrity and professionalism.
- Maintain a professional appearance, use accurate fluent English and be a positive role model to our pupils at all times.

Health, Safety and Discipline:

- Uphold the duty to promote and safeguard the personal development, behaviour and welfare of children and young people you are responsible for and come into contact with, establishing a purposeful working atmosphere.
- Maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in school activities elsewhere.
- Implement school policy on personal appearance, uniform and maintaining good order and discipline with the children you work with. The school has a dress code which we expect teachers to promote in their own personal attire.
- Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence, providing guidance and advice to pupils.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

Management of Staff and Resources:

- Participate in any arrangements made in accordance with the statutory regulations for the performance management of his/her performance.
- Participate in the management and supervision of persons providing support for teachers in the school. Direct the work of support staff as directed.
- Contribute to the selection for appointment and professional development of other teachers and non-teaching staff including the induction and assessment of new and probationary teachers.

Professional development:

- Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff including undertaking training and professional development which aim to meet needs identified in performance management objectives.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Review from time to time your methods of teaching and programmes of work, keeping abreast of current developments in special education.
- Review from time to time his/her methods of teaching and programme of work.

RESPONSIBILITIES:

- Deliver the specified curriculum
- Working with pupils who have an Education Health and Care Plan)
- Contribute to and review EHCP of identified pupils annually
- Continually assess the learning of children and plan and deliver appropriate work for them.
- Carry out bespoke Interventions to improve behaviour and academic performance of pupils as identified by school information under the direction of school leaders.
- Any other reasonable tasks as directed by the Headteacher.

LINE MANAGEMENT – RESPONSIBILITY TO AND FOR:

- Responsible to the Headteacher
- Responsible for the supervision of persons providing support in the classroom.

CONDITIONS OF EMPLOYMENT:

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms of duties and working time, also any local agreements, Trust directives, LA circulars and guidelines giving interpretations of Teachers' Conditions of Service.

REVIEW AND AMENDMENT:

This job description is normally subject to annual review. It may be amended at the request of the Headteacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified Teacher Status (QTS).	Postgraduate degree. Postgraduate study.
PROFESSIONAL DEVELOPMENT	Evidence of a willingness to undertake appropriate additional training in current educational practice and any other area of professional development indicated by the performance management process. Relevant training and/ or experience in one or more of the following categories: complex autistic spectrum disorders (ASDs), associated behavioural issues, and speech and language disorders.	Evidence of further professional training/development
EXPERIENCE	Successful teaching experience and a sound knowledge of children with complex difficulties. Experience of working in the primary phase. Experience of working with children having special educational needs. Experience of working with children with autism. Evidence of good or better teaching outcomes. Knowledge of speech, language, and communication disorders, associated challenging behaviour and learning difficulties.	
SKILLS AND ABILITIES	Good interpersonal and communication skills. Self-reflective practice Ability to self-initiate improvements	The ability to use signing and symbol systems to communicate
OTHER	A commitment to the principle of inclusion. Promotion of positive behaviour strategies and constructive handling of problems. An awareness, understanding and commitment to equal opportunities. Team focused	Evidence of emotional resilience in working with children exhibiting challenging behaviour.