



JOB DESCRIPTION – Class teacher

Responsible to: Head Teacher

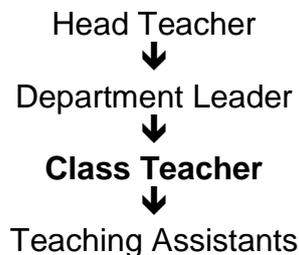
Grade: Mainscale + SEN Allowance

Purpose of post:

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School teachers' Pay and Conditions document
- Meet the expectations set out in the Teachers' Standards.
- Fulfil the vision of the school – 'Empowering young people to become successful adults'

Line Management



Principle Responsibilities

1. Planning and teaching well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work. Adapting teaching to respond to the strengths and needs of the students.
2. Assessing, monitoring, recording and reporting on the learning needs, progress and achievement of assigned students, making accurate and productive use of assessment, using the schools assessment systems.
3. Promoting good progress and outcomes by students by demonstrating an understanding and application of appropriate pedagogy when working with students with complex learning difficulties.
4. Promoting the safety and wellbeing of students, including participating in devising, implementing and reviewing behaviour risk assessments.
5. Participating in the school's appraisal procedures and taking part in further training and development, including coaching, in order to improve own teaching; taking part in the appraisal and professional development of others, where appropriate.
6. Communicating effectively with students, parents and carers and collaborating and working with colleagues and relevant professionals within and beyond the school.
7. Developing effective professional relationships with colleagues, including leading and managing a team of support staff.

8. Working in line with statutory safeguarding guidance and our safeguarding and child protection policies. Working with the Designated Safeguarding leads to promote the best interests of students, including sharing concerns; Promoting the safeguarding of all students in the school.
9. Contributing to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values. Making a positive contribution to the wider life and ethos of the school.

In addition you may be required to carry out any other reasonable requests made by the head teacher or the governing body.

This Job Description will be reviewed each year 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.

Dimensions

Financial Resources: Class budget/subject budget (where applicable)

Other: Classroom staff may be trained in Moving and Handling and Team Teach to develop skills for the safe movement, care and control of children, all of whom function in the range of profound, severe and complex needs which includes challenging behaviour.

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. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

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.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

It is an offence to apply for a role working in regulated activity if you are barred from working with children.

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 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. 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.

A CV alone will not provide adequate information and will not be accepted for any posts based in schools. Candidates are required to explain how they meet the essential criteria in full by completion of the application form.

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)

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.

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 <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria. | | | | |
|--|---|-----------------------------------|--|-------------------|
| Attributes | Essential | How measured | Desirable | How measured |
| Education & Training | 1. Degree level qualification 2. Qualified Teacher Status or enrolment on a course to achieve this qualification (or equivalent). | 1,4 1,4 | 3. Qualified primary school teachers 4. Post Graduate qualifications | 1,4 1,4 |
| Experience | 5. Teaching experience in a special school or a primary school setting. 6. Planning and delivering high quality adaptive teaching to support young people with SEN to learn and make progress. 7. A working understanding of pedagogy and classroom management skills when working with students with SEN 8. Experience of planning, assessing and implementing plans for learners working at and below KS1 levels. | 1,2, 1,2, 5 1,2 1,2 | 9. Working with young people with severe learning difficulties. 10. Working with young people with complex needs including physical and medical needs. 11. Working with children with autistic spectrum disorder and challenging behaviour in addition to their learning difficulties. | 1,2 1,2 1,2 |
| Skills/ Abilities | 12. Able to communicate effectively with a variety of stakeholders (students, colleagues, parents, the community, external agencies) verbally and in writing. 13. Able to use IT to support students to access the curriculum, to promote their independence, enhance the curriculum and for work organisation. 14. Able to assess the needs of individuals to inform planning, target setting and progress. 15. Able to motivate and manage a class team effectively to maximise learning opportunities in the class room. 16. Able to identify the necessary resources which ensure high quality teaching and learning. | 1,2 1,2 1,2 1,2,5 1,2 | 17. Able to use alternative and augmentative communication resources to support learning. | 1,2 |
| Equality Issues | 18. Understanding of public sector equality duty and demonstrable commitment to challenge discrimination and promote equality and respect. | 1,2 | | |
| Specialist Knowledge | 19. Knowledge of special educational needs and how to address the needs | 1,2,5 | | |

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| | <p>of learners with severe or profound and multiple learning difficulties.</p> <p>20. Understanding of safeguarding risks and challenges for students with special needs and able to effectively implement safeguarding policies and practices.</p> | 1,2, | | |
| Other Requirements | 21. Willing to participate in all curriculum areas this may include hydrotherapy, personal care needs and community visits. | 1, 2 | Commitment to support extra – curricular opportunities for students | 1, 2 |

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