

The Chiltern School

Class Teacher for Informal Learners

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 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.

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 pupils and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of pupils 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 student attainment.

Teaching and Learning

- Deliver teaching and learning through the school's RHSE (Relationships, Health and Sex Education) curriculum framework, ensuring all learning is developmentally appropriate and personalised to each pupil's stage.
- Set high standards and expectations which inspire, motivate and challenge pupils .
- Promote good progress and outcomes for pupils .
- To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach pupils according to their educational needs.

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- Recognise that care routines and daily lived experiences (e.g. eating, toileting, dressing, transitions) are integral to the curriculum and provide meaningful learning opportunities.
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- Use observational and engagement-based assessment approaches to capture small-step progress in communication, independence, emotional regulation and interaction.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils .
- Undertake a designated programme of teaching.
- Ensure a high quality learning experience for pupils which meets internal and external quality standards.
- Prepare and update materials for curriculum areas.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs.
- Use relational, sensory and experiential approaches including Intensive Interaction, Attention Autism and communication-led strategies to support engagement and learning.
- Maintain good order and promote emotional wellbeing in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards.
- To teach an assigned class of pupils according to their educational needs and be responsible for the quality of teaching, learning and progress
- To plan for and provide a broad, balanced, relevant and differentiated curriculum This will include:
 - Preparing termly or half termly plans outlining the range of work to be covered in that period, showing differentiation
 - Preparing and using lesson plans as relevant
- Support pupils through co-regulation approaches, recognising behaviour as communication and prioritising emotional regulation and wellbeing.
- Ensure curriculum delivery reflects small-step progression aligned to RHSE stages, rather than age-related expectations.

Curriculum Provision

- Plan and teach well-structured lessons that reflect the abilities and needs of the pupils .
- Contribute to the design and delivery of a personalised, developmental curriculum rooted in the RHSE framework, focusing on:
 - Me, my body and emotions
 - Relationships

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- Personal safety and healthy living
- Independence and life skills
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils , examining and awarding bodies and the school's mission and strategic objectives.

Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including specific knowledge and teaching methods.
- Ensure the effective/efficient deployment of classroom support.
- Work as a member of a designated team and to contribute positively to effective working relations.

Quality Assurance

- Help to implement school quality assurance procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Contribute to monitoring and evaluating the impact of the RHSE curriculum, including pupil engagement, independence and emotional development.

Management

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of pupils .
- Track student progress and use information to inform teaching and learning.
- Monitor and evidence progress through developmental milestones and RHSE progression, recognising and valuing incremental achievements.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils .

Communication and Liaison

- Communicate effectively with the parents of pupils as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.

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- Liaise with the parents, and the school nurse to ensure that the medical / dietary procedures for individual pupils are known and documented
- Communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
- Work with a number of external agencies such as physiotherapists, Speech and Language and OT to ensure individual programmes are embedded in the pupil's curriculum
- Work collaboratively with therapists to ensure that individual programmes (e.g. communication, sensory, physical needs) are embedded within daily teaching and RHSE delivery.
- To develop and maintain links with parents
 - Use home school diaries as a point of regular contact
 - Arrange opportunities for parents to visit your classroom
 - Arrange home visits, as appropriate, in line with the school's policy for Home Visits
 - Develop a partnership with parents as a means of enhancing the learning opportunities for your pupils

Pastoral System

- Promote the general progress and well-being of individual pupils .
- Promote a safe, low-arousal learning environment that supports emotional regulation and wellbeing.
- Register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports and references.
- Alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- Apply the school's behaviour management systems so that effective learning can take place.
- Use co-regulation as a primary strategy, supporting pupils when distressed, dysregulated or overwhelmed, and enabling them to re-engage with learning.

Health and Safety

- To be aware of and comply with policies and procedures relating to safeguarding, health, safety, and security, confidentiality and data protection; and report all concerns to an appropriate person

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- To ensure the welfare of both pupils and staff in accordance with the school's health and safety policy
- To ensure the welfare of pupils by planning supervising and where necessary carrying out their agreed daily hygiene routines
- To ensure the health needs of pupils are met by ensuring that the agreed medical and / or dietary procedures are carried out
- Deliver and support feeding, toileting and medical programmes as part of the wider curriculum, embedding learning opportunities within these routines.
- The jobholder may be involved in cleaning up blood or other bodily fluids of children. Appropriate training and equipment will be provided.
- With their agreement and with relevant updated training teachers may be required to perform any of the following medical procedures:
 - Giving food / drink via a gastrostomy tube
 - Giving seizure control medication
 - Administering medicines
- Recognise that personal and intimate care routines are integral to both safeguarding and learning, ensuring all interactions maintain dignity, respect and promote independence.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and pupils to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- Promote a culture where relationships, dignity, inclusion and personalised learning are central to all practice.

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 pupils in the school.

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

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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.

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.

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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Person Specification			
Methods of assessment	Essential/ Desirable	Application	Interview
Qualification, Education and Training			
Qualified teacher status	E	X	
Assessed as a good or outstanding teacher	E		X
Evidence of continuing professional development	E	X	
Additional SEND qualifications & courses, experience of working with SEND pupils	D	X	
Middle leadership qualification, e.g. NPQML or other national qualification	D	X	
Experience and Knowledge			
Recent experience of working in school	E	X	X
Thorough knowledge and understanding of SEN curriculum planning and assessment	E	X	X
Evidence of commitment to the principles and policies of inclusion and equal opportunities	E	X	X
Secure knowledge and understanding of how to make effective personalised provision for all pupils	E	X	X
Knowledge and experience of augmentative communication systems, signing, PECS etc	D	X	X
Experience of teaching pupils with ASD	D	X	X

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Experience of teaching pupils with significant learning disabilities	D	X	X
Experience of dealing with pupils demonstrating challenging behaviour	D	X	X
Training in Team Teach	D	X	
Experience of MOVE, SERTS, Attention Autism, Intensive Interaction	D	X	
Knowledge and experience of delivering a cross-curriculum model through creative approaches	D	X	X
Skills and Abilities			
Ability to use assessment to improve pupil outcomes	E	X	X
Ability to motivate pupils and colleagues to recognise and respond to the diverse needs of learners	E		X
Ability to plan and implement learning for a range of abilities across a broad age range	E		X
Develop, produce and maintain appropriate resources and equipment to both enable and improve pupils' access to lessons and enhance learning	E		X
Managing the deployment and performance of support staff within the school	E		X
Proven ability to work with parents as partners and involve them in the education of their children	E	X	X
Can demonstrate that they have been responsible for the development of the practice of others	D		X
Experience of delivering CPD to staff groups in own and other schools	D	X	X

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Values and Behaviours			
Capacity to motivate and inspire pupils	E	X	X
Commitment to participation in the full life of the school	E	X	X
Great communication skills and the ability to take a team approach in a range of areas	E	X	X
A high level of professionalism, emotional resilience, curiosity and kindness	E	X	X
Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils	E	X	X
Energy, enthusiasm and a passion for learning	E	X	X
Adaptability to changing circumstances and ideas	E		X
A commitment to the ethos of the school	E		X
Ability to work collaborating as part of a wider school team	D	X	X