

## Job Description: Class Teacher

**Responsible to:** Head of School, Deputy Head, Assistant Head

### Main Purpose

The class 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

### Duties and Responsibilities

#### Teaching

- Plan and deliver high-quality teaching
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessments
  - Set high expectations which inspire, motivate and challenge pupils
  - Promote good progress and outcomes by pupils
  - Understand and implement the SCERTS framework to inform children and young people's social communication and emotional regulation effectively and empathetically.
  - Implement school accepted autism specific approaches (e.g. Total communication, sensory integration, Zones of Regulation, etc) into classroom practice as appropriate to the needs of the children in the class

#### Whole School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Lead, line manage and support a class team
- In collaboration with the relevant leader, provide a positive role model for other staff and mentor new staff
  - Ensure that administrative tasks are carried out efficiently (e.g. registers, incident reports, checking emails)

#### Health, safety and pupils sensory/emotional regulation

- Always promote the safety and wellbeing of pupils during the school day and during any agreed enrichment activities
- Provide a clear, uncluttered low arousal environment in class

- With the support of key staff, promote the development of pupils sensory and emotional regulation following the school's processes and protocols (e.g. emotional regulation support plans and significant incident protocol)

### Professional Development

- Take part in the academy's personal development and goal-setting cycle
- Take part in further training and development such as teachers' meetings, in-house training and other CPD
- Lead on the academy's personal development and goal-setting cycle of teaching assistants in their class

### Communication

- Communicate effectively with colleagues, pupils, parents and carers.
- Attend weekly briefings
- Check and respond to email communication effectively

### Working with Colleagues and other Relevant Professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Work collaboratively with the Speech and Language Therapists and Occupational Therapist in curriculum delivery

### Personal and Professional Conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Ensure that their own practice and that of their team responds to agreed school policies and procedures
- Adhere to our agreed professional standards and respect the confidentiality of information held in school.

### Safeguarding

- Recognise, respond and reflect in relation to all safeguarding concerns by reporting to the DSL and working in line with KCSIE and the Ormiston Queensmill Safeguarding and Child Protection Policy.

## Person Specification

Criteria	Qualities
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<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Successful teaching experience (preferably SEN)</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum</li> <li>• Knowledge of effective teaching and learning strategies for autistic children</li> <li>• A good understanding of how autistic children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective, safe and trusting relationships with pupils</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective strategies to support children's emotional regulation</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Some knowledge of autism</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintain confidentiality</li> <li>• Commitment to safeguarding and equality</li> <li>• Flexibility and adaptability due to the specific context of Ormiston Queensmill Academy and its complex children and young people</li> <li>• Ability to manage complex dysregulation in pupils</li> <li>• Passion and enthusiasm when working with autistic children and young people</li> </ul>