

Class Teacher Job Description

Responsible to: Head of School, Deputy Head, Phase Leader

Salary details: Teachers Pay Scale (UQT/MPS/UPS as appropriate)

Main Purpose

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

Duties and Responsibilities

Teaching

- Plan and teach well-structured, engaging, enticing, highly differentiated learning activities, resources and environments paying due regard to the national curriculum, the special interests and motivations of individual students and their cognitive and other learning needs.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge being part of a subject group.
- 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 organization, strategy and development

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

Health, safety and pupils sensory/emotional regulation

- Promote the safety and wellbeing of pupils at all times during the school day and during any agreed enrichment activities.
- Provide a clear, uncluttered low arousal environment in class, which, as research has shown, is the environment in which an autistic child can best function.
- With the support of phase leader and therapist 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 school's appraisal procedures
- Take part in further training and development such as teachers' meeting, in house training and insets in order to improve own teaching.
- Take part in the appraisal and professional development of HLTAs and Teaching Assistants

Communication

- Communicate effectively with colleagues (Leadership team included), 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.
- Provide advice and support in this subject to other staff, parents and visitors to the school

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 academy Safeguarding and Child Protection Policy.

Person Spec

CRITERIA	QUALITIES
Qualifications and Experience	<ul style="list-style-type: none">▪ Qualified Teacher Status or working towards▪ Degree▪ Successful teaching experience (preferably SEN)
Skills and Knowledge	<ul style="list-style-type: none">▪ Knowledge of the National Curriculum▪ Knowledge of effective teaching and learning strategies for autistic children▪ A good understanding of how autistic children learn▪ Ability to adapt teaching to meet pupils' needs▪ Ability to build effective, safe and trusting relationships with pupils▪ Knowledge of guidance and requirements around safeguarding children▪ Knowledge of effective strategies to support children's emotional regulation▪ Good ICT skills, particularly using ICT to support learning▪ Some knowledge of autism

Personal Qualities	<ul style="list-style-type: none"> ▪ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ▪ High expectations for children's attainment and progress ▪ Ability to work under pressure and prioritise effectively ▪ Commitment to maintaining confidentiality at all times ▪ Commitment to safeguarding and equality ▪ Flexibility and adaptability due to the specific context of Ormiston Queensmill Academy and its complex children and young people ▪ Ability to manage complex dysregulation in pupils ▪ Passion and enthusiasm when working with autistic children and young people
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