



# Job Description

<b>Post:</b>	<b>Class Teacher</b>
<b>Accountable to:</b>	<b>Senior Leadership Team</b>
<b>Salary:</b>	<b>Main Pay Scale dependent on experience</b>
<b>Contract Type:</b>	<b>Full time or part time (0.8 - FTE) and permanent</b>
<b>Main Purpose:</b>	<p>This role is suitable for a Key Stage 2, 3 or 4 teacher, responsible for teaching pupils with communication and interaction needs, including Autism Spectrum Condition (ASC), and/or high levels of anxiety. All pupils have an Education, Health and Care Plan (EHCP).</p> <p>The following responsibilities are consistent for all Subject Teachers. Terms and Conditions of employment cover all posts. All teachers will be expected to be able to teach a second subject in school. All teachers will be expected to meet the appropriate Teacher Standards.</p>
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>• To be accountable for student progress and attainment levels within the subject area(s)</li> <li>• To ensure that strategies are in place to maximise levels of attainment</li> <li>• To contribute to the strategic leadership of the school, developing, implementing and evaluating systems, policies and procedures</li> <li>• To actively promote Mill House School and liaise with outside agencies as necessary.</li> <li>• Plan and teach inspirational, specialist and highly differentiated lessons to secondary aged SEND classes particularly those learners with Autistic Spectrum Disorders and other related conditions.</li> <li>• To follow Mill Houe School's teaching and learning model.</li> <li>• To provide a quality of teaching and learning provision that can be judged to be at least 'good' and ensures all students make at least good progress.</li> <li>• Be accountable for the attainment and progress of all students who are taught by the post holder.</li> <li>• Make accurate and productive use of assessment, to promote good pupil progress and emotional development, including the use of Boxall Profiles each term.</li> <li>• Provide a stimulating and well-structured learning environment suitable for pupils with special educational needs.</li> <li>• Take account of pupils' personalised learning plans (PLPs), monitor student social communication development, contribute to provision mapping and annual reviews for students.</li> <li>• Support staff training to meet the needs of the students.</li> <li>• Supervise and guide the work of any support staff.</li> <li>• To provide pastoral support and guidance for all students in the post holder's care, classes or tutor group.</li> <li>• To contribute to the overall development work of teaching and learning within MHS.</li> <li>• Liaise with the other professionals to promote subject-related events, projects and activities.</li> <li>• Promote careers education, SMSC and British Values through the subject</li> <li>• Be accountable for student progress and attainment levels within the subject are</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep up-to-date with specifications and curricular changes attending training / updates as required.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• Plan and teach inspirational lessons to secondary aged pupils</li> <li>• Contribute to the overall development work of teaching and learning within MHS</li> <li>• Set clear learning objectives and plan for and teach across the age and ability range for an appropriate proportion of the week</li> <li>• Take account of students' prior attainment, learning styles and needs and use this information to plan lessons and set appropriately challenging targets and learning activities</li> <li>• Set high expectations for students' behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences</li> <li>• Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively</li> <li>• Promote and develop literacy and numeracy skills throughout teaching and learning activities</li> <li>• Provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge</li> <li>• Set work for students absent from school for health or disciplinary reasons.</li> <li>• Manage the behaviour of students within the classroom in line with the school's Behaviour for Learning Policy</li> <li>• Ensure that teaching room, resources and equipment are maintained in good order, with particular regard to Health &amp; Safety and security of property</li> <li>• Use ICT and other technologies and learning resources as learning tools to inspire and motivate learners</li> </ul>
<b>Assessment Recording and Reporting</b>	<ul style="list-style-type: none"> <li>• Mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement</li> <li>• Set and mark examinations assessments and coursework</li> <li>• Report and record student attainment, progress and results of assessments within the school's recording and reporting structure</li> <li>• Keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records.</li> <li>• Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets</li> <li>• Complete student reports.</li> </ul>
<b>Pastoral Responsibilities:</b>	<ul style="list-style-type: none"> <li>• Participate in the pastoral organisation of the school as a key worker for small groups of children</li> <li>• Be the first point of contact for parents/carers in the assigned tutor group.</li> <li>• Undertake responsibility for the delivery of individual interventions to the tutor group as required</li> <li>• Promote good attendance and punctuality in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.</li> </ul>

<b>Efficient and effective deployment of resources</b>	<ul style="list-style-type: none"> <li>• Create a safe, welcoming environment taking care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils</li> <li>• Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs, that resources add value and enhance the learning experience</li> <li>• Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to pupils learning from home if necessary.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children, Prevent) and MHS's safeguarding and child protection policies and procedures</li> <li>• Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary</li> <li>• Promote the safeguarding of all pupils in the school</li> </ul>
<b>General Professional Responsibilities:</b>	<ul style="list-style-type: none"> <li>• Attend meetings as part of the agreed meeting cycle</li> <li>• Undertake professional development identified through the probation, performance management/appraisal structure and as organised for staff to promote individual, subject and whole school improvement work</li> <li>• Support and implement all relevant school policies</li> <li>• Act as a role model to students in respect of dress, attendance, punctuality and general conduct</li> <li>• Ensure that all deadlines are met as published in advance.</li> <li>• Undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher and other members of SLT(e.g. duties, emergency cover)</li> <li>• Provide a model of high-quality professional practice.</li> </ul>

This is the current job description and is subject to annual review and may, after discussion with the teacher, be changed.



## Person Specification

### Position: Class Teacher

Mill House School is dedicated to appointing the best possible candidate for the position of class teacher.

The successful candidate will have the ability to motivate and inspire those that they work with, break through the barriers of expectations and harness all opportunities to create a climate of success and achievement for all.

Teachers at Mill House School will want to make a difference. They will be ready for a challenge and will bring a wealth of innovative and outstanding ideas to engage all stakeholders. Our teachers will be approachable and consistent; they will give and earn respect from our pupils, staff, parents and carers.

	Essential	Desirable	Evidenced in
<b>Education and Qualifications</b>			
Qualified Teacher Status or a commitment to gain Qualified Teacher Status	<input type="checkbox"/>		Application Interview References
Evidence of additional experience, study or qualification with pupils with special educational needs	<input type="checkbox"/>		Application Interview
Evidence of continuous professional development	<input type="checkbox"/>		Application
<b>Experience</b>			
Proven ability as an excellent Classroom Teacher	<input type="checkbox"/>		Application Interview References
The teaching of pupils with special educational needs	<input type="checkbox"/>		Application Interview References
Evidence of, or willingness to take up subject or aspect leadership responsibility, leading by example and motivating and empowering a committed staff team		<input type="checkbox"/>	Application Interview
Experience of National Curriculum development and curriculum modification for pupils with special educational needs	<input type="checkbox"/>		Application Interview
<b>Knowledge and Skills</b>			
Professional knowledge of what constitutes high quality and standards in teaching and learning	<input type="checkbox"/>		Application Interview References
SEND Code of Practice; Children and Families Act 2014; The National Curriculum; Progression Guidance	<input type="checkbox"/>		Application Interview References
Current SEN educational legislation and the implications for whole school development – with reference to the Code of Practice.	<input type="checkbox"/>		Application Interview References

A range of assessment tools, particularly in relation to SEN needs	<input type="checkbox"/>		Application Interview References
Professional understanding of inclusion and strategies for engaging all learners	<input type="checkbox"/>		Application Interview References
Professional understanding of safeguarding within a school setting	<input type="checkbox"/>		Application Interview
Ability to write reports, keep accurate records and communicate effectively	<input type="checkbox"/>		Application Interview References
<b>Knowledge and Skills</b>			
Effective organisational skills	<input type="checkbox"/>		Application Interview References
Ability to work well with a range of audiences, including parents/carers and other professionals	<input type="checkbox"/>		Application Interview References
Ability to use a positive approach to promote learning and excellent behaviour	<input type="checkbox"/>		Application Interview
Confident and competent in the use of ICT	<input type="checkbox"/>		Application Interview References
Ability to lead and manage a team		<input type="checkbox"/>	Application Interview References
Understanding of curriculum and assessment of pupil progress	<input type="checkbox"/>		Application Interview References
Understanding of cross-curricular teaching	<input type="checkbox"/>		Application Interview References
Understand procedures and legislation relating to confidentiality	<input type="checkbox"/>		Application Interview
<b>Personal Attributes</b>			
Resilience, the ability to work under pressure and be able to meet deadlines	<input type="checkbox"/>		Application Interview References
Proven ability to be flexible and to be able to prioritise workloads	<input type="checkbox"/>		Application Interview References
Ability to work effectively and supportively within MHS team	<input type="checkbox"/>		Application Interview References
Excellent communication and organisational skills (including written and oral skills)	<input type="checkbox"/>		Application Interview References
Ability to work in a way that promotes the safety and wellbeing of children and young people.	<input type="checkbox"/>		Application Interview References

Ability to work creatively and collaboratively	<input type="checkbox"/>		Application Interview References
Demonstrably professional, honest and loyal	<input type="checkbox"/>		Application Interview References
Ability to make and justify difficult decisions	<input type="checkbox"/>		Application Interview
<b>Personal Attributes</b>			
Commitment to our pupils and their learning, wellbeing and safety	<input type="checkbox"/>		Application Interview
Committed to equality	<input type="checkbox"/>		Application Interview
Ability to establish rapport and respectful and trusting relationships with children, their families, carers and other adults	<input type="checkbox"/>		Application Interview References
Able to build and maintain successful and purposeful relationships	<input type="checkbox"/>		Application Interview
Passionate about teaching and learning	<input type="checkbox"/>		Application Interview
Open-minded, self-evaluative and adaptable to changing circumstances and new ideas	<input type="checkbox"/>		Application Interview
Willingness to be involved in the wider life of the school		<input type="checkbox"/>	Application Interview
Bring personal interests and enthusiasms to the school community		<input type="checkbox"/>	Application Interview