

## JOB DESCRIPTION



### **Woodley School and College Class Teacher**

#### **Main Purpose**

To meet the Teachers' Standards which set the minimum requirements for a teacher's conduct and practice and be subject to the national conditions of employment as set out in the current copy of the School Teachers' Pay and Conditions Document. To teach pupils with autism and other associated SEN.

To work within the policies and guidance of Woodley School and College, as an effective and motivational professional who is ambitious for their pupils and therefore challenges and supports staff and pupils to achieve their best through:

- Inspiring trust and confidence;
- Building team commitment;
- Engaging and motivating pupils with complex learning difficulties including autism.
- Being a reflective and self-evaluating practitioner;
- Takes positive action to improve the quality of learning throughout the school.

#### **Teaching, Learning and Assessment**

- To undertake class teaching duties and class team co-ordinating role with the responsibility for the maintenance, implementation and regular evaluation of appropriately devised and planned education programmes for each pupil.
- Ensure that all the pupils in your care receive motivating, effective and relevant learning opportunities which meet their individual needs as outlined in their Statement of Educational Need and in accordance with the school's curriculum guidance
- Provide an on-going assessment of the pupil's achievements and abilities, supporting this with robust and comprehensive record keeping, in line with the school's policy
- Lead the class team, providing them with a positive role model and appropriate guidance to ensure that they support the delivery of high quality learning experiences to the pupils. Develop their professional knowledge and skills through example, coaching and professional dialogue
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management which upholds the school's high expectations of pupil behaviour
- Set stretching, aspirational targets for pupils' learning which are ambitious and relevant to each pupil's individual needs



Dog Kennel Bank, Huddersfield, West Yorkshire HD5 8JE

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- Work with other professionals to meet the needs of your pupils as appropriate, seeking guidance and support, delivering specialist programmes and providing effective feedback to secure the best possible provision
- Report to the Head teacher, SLT and parents/carers on the development, progress and attainment of your pupils
- Regularly reflect on your practice seeking continuous improvement within the schools' appraisal policy
- Provide a learning environment for your pupils that is appropriate to their needs and facilitates high levels of achievement for them
- At all times give a high priority to the safeguarding and welfare of the pupils in your care, carrying out Risk Assessments in line with the Health and Safety requirements of the school and following guidance on Safeguarding

### **Promotion of social and emotional development, positive behaviour and preparation for adulthood**

In order to perform well in this role teachers should be able to:

- Demonstrate positive, consistent and non-confrontational approaches to disruptive behaviour and implement, where necessary, the range of management techniques outlined in the school's policy;
- Maintain class discipline;
- Set clear standards of staff/pupil interaction compatible with school policy and guidelines;
- Be familiar with schools' procedure on positive behaviour management intervention and physical intervention;
- React effectively to a crisis and change the activity/person to maximise the best for the most pupils;
- Work with parents/carers, Social Services, Health and other agencies to agreed approaches to pupils' personal development;
- Foster perseverance and concentration by structuring tasks and learning so that pupils are clear about what is expected of them;
- Demonstrate knowledge of strategies which take into consideration primary and secondary factors influencing behaviour;
- Promote pupils' knowledge and skills in personal, social, health and sex and relationship education to help them meet challenges arising from disability, personal behaviour, interpersonal relationships, leisure pursuits and family life;
- Encourage the development of independent living skills preparing pupils for further training opportunities (where appropriate) and assist them in the development of skills appropriate to adult life.



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### **Wider responsibilities**

- To coordinate a curriculum area to secure and sustain effective teaching of the subject
- Contribute actively to the achievement of the school's improvement and development plan and its implementation
- Contribute, wherever appropriate, to the display and presentation of materials which support the pupils in their learning and which celebrate their achievements
- Take part in and contribute to meetings to enable us to achieve the shared goals for school improvement and outstanding provision
- Cooperate with colleagues by actively participating within a team which reviews, develops and manages an area of learning within the school
- Establish and maintain effective working relationships with professional colleagues and parents/carers having due regard to the school's "Code of Conduct"
- Take part in school routines including meetings, assemblies, playground duties and external activities including educational visits

This job description will be reviewed annually within the Appraisal cycle.



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