

Special Provision Partnership



Class Teacher

Teachers MPS/UPS

Job Description

Purpose of the Post

As a Class Teacher you will carry out the professional duties set out in the most recent Teachers' Pay and Conditions document in line with Academy policies and Teacher Standards within the context of the job description set out below. Importantly, you will embrace the ethos of the Special Provision Partnership supporting the progress and inclusion of all pupils, demonstrating Academy values including unconditional positive regard.

Key Result Areas

Planning

- Keep abreast of developments in the National Curriculum and work with leaders to develop the Academy's overarching curriculum offer
- Use your secure knowledge of English, maths, science and IT to plan and deliver a core curriculum, which meets the needs of allocated pupils in a designated area or key stage
- Work with colleagues to develop and deliver a broad and balanced thematic curriculum that meets the additional academic, special and personal needs of pupils
- Make appropriate use of pupil and class information, plans and data to produce relevant medium and short term plans in line with academy policies and within required deadlines
- Plan for the deployment of support staff to ensure their input promotes good pupil progress
- Embed the delivery of appropriate qualifications and certificates into schemes of work
- Access training to build and maintain expertise in relevant areas

Specialist Teaching

- Have high expectations of pupils and build successful relationships centred around teaching and learning
- Operate an appropriate delivery model, which draws on evidence based methods of instruction that are tailored to pupils' educational, special and personal needs
- Develop strategies to promote new teaching methods and improve learning for designated pupils and monitor their effectiveness in raising standards of teaching and learning
- Analyse pupil data regularly and implement effective strategies for accelerating pupil progress
- Promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning
- Use ICT effectively to support the delivery of teaching and learning
- Continue to develop expertise in teaching pedagogy including creative and specialist approaches

Assessment

- Involve pupils' in reflecting on, evaluating and improving their own performance and progress
- Make accurate and productive use of assessment in all its forms
- Record pupils' progress and achievements systematically and in line with Academy policy, providing evidence of their work, progress and attainment over time
- Use relevant data and information to monitor progress, set targets and plan lessons
- Report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate

Personal Development & Behaviour

- Embrace the Academy's ethos and values including the use of unconditional positive regard and restorative practice
- Provide a stimulating, well-structured, purposeful learning environment where diversity is valued and pupils feel safe
- Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with Academy policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence
- Recognise and respond effectively to equality issues as they arise in the classroom, challenging stereotyped views, bullying and harassment in accordance with academy policy and procedures

Wider professional responsibilities

- Carry out any other duties appropriate to the level expected of a teacher paid SEN points
- Demonstrate a critical understanding of strategies, processes and developments within SEND and reflect this understanding in daily practice
- Play a full and active role in the development of the Academy including individual and whole academy improvement
- Organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate
- Select and prepare resources taking into account pupils' interests and their learning needs, language and cultural backgrounds
- Provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently
- Build effective relationships with parents and carers sharing information regarding pupils' achievement, behaviour and well-being
- Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning etc.
- Attend and participate in regular meetings, events and open evenings
- To lead or contribute to professional development activities to promote the sharing of good practice
- Participate in training, continuous professional development and other learning activities as required including participation in the appraisal arrangements
- Engage proactively with the Academy's performance development and review and supervision processes

Support at School and Other Settings

- Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and agencies
- Support pupils within the school grounds and in a variety of other settings as required, for example, home education, outreach, alternative provisions, work experience, community and enrichment activities
- Have a full driving license and a vehicle available for work purposes including the transportation of pupils

Responsible to: Principal (Associate)

Employee Supervision: Support Staff

Knowledge, experience and skills:	E/D
E = Essential D = Desirable	

<p>Experience</p> <ol style="list-style-type: none"> 1. Successful experience of teaching of a broad, balanced and relevant curriculum equitably to a full range of SEN pupils. 2. Experience of developing, implementing, monitoring and reviewing engaging, highly effective lessons for young people who have barriers to learning. 3. Experience of working effectively within a multi-disciplinary assessment and/or support context for disaffected young people. 4. Experience of teaching pupils with social, emotional and mental health (SEMH) difficulties. 	<p>E</p> <p>E</p> <p>D</p> <p>D</p>
<p>Knowledge</p> <ol style="list-style-type: none"> 5. Knowledge and skilled use of a range of learning styles and teaching strategies. 6. Knowledge of a range of teaching methods and strategies to ensure positive development of all pupils learning. 7. Knowledge and skill in the development of behaviour management and modification programmes. 8. Knowledge of relevant current legislation and initiatives and their relationship with improving pupil outcomes. 9. Knowledge of pedagogic approaches and strategies effective when working with SEN pupils. 10. An understanding of inclusion and potential barriers to learning which may face young people with SEN and those at risk of social exclusion and/or offending. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Skills</p> <ol style="list-style-type: none"> 11. Ability to understand and manage challenging behaviours. 12. Ability to establish positive professional relationships with young people, their families and multi-disciplinary teams. 13. Ability to lead and motivate staff. 14. Ability to work under your own initiative, demonstrating skills linked to innovative thinking. 15. Ability to demonstrate exceptionally effective communication skills, both oral and written, at all levels. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Qualifications:</p> <ol style="list-style-type: none"> 16. Qualified teacher status. 17. A further advanced qualification in the education of pupils with SEN. 18. Evidence of the positive impact of undertaking a range of professional development opportunities has had on your own teaching. 19. Commitment to all CPD offered to further develop your own practice. 	<p>E</p> <p>D</p> <p>E</p> <p>E</p>
<p>Behaviours and expectations:</p> <p>All staff members are expected to adhere to and promote professional standards including the Trust and Academy's code of conduct and values.</p>	

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the Academy and the wider Trust community.

You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.

You will be expected to travel throughout the borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, Academy and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

5 February 2020