



## **JOB DESCRIPTION**

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**JOB TITLE:                    CLASS TEACHER**

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A teaching and class co-ordinating role delivering agreed and planned sessions for groups or individuals.

### **RESPONSIBILITIES IN ACCORDANCE WITH THE CURRENT SCHOOL TEACHERS' PAY AND CONDITIONS**

1.     General

A class teaching and class team co-ordinating role with responsibility for the maintenance implementation and regular evaluation of appropriately devised and planned education programmes for each pupil. Timetable delivery must be firmly based on adequate preparation and evaluation.

The organisation of planning should be such that it maximizes the possibility of 'another teacher' taking over effective delivery of the timetable, even at short notice. Current programmes should be clearly labeled and organized for ease of locating. Materials and equipment for use in 1:1 sessions, individual pupil tasks, and group activities should be organized in such a way that they can be readily identified and easily located. These responsibilities are in line with the **T.T.A. National Special Education Needs Specialists Standards Ref. Dec 99**.

2.     Identification, assessment and planning

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

- Take account of the strengths and limitations of different forms of assessment
- Make effective use of the more specialized informal and formal assessment techniques, and use the information gained to plan and deliver any special modes of teaching and support
- Administer and keep up to date appropriate assessments and recording in accordance with school policy to ensure that programmes match individual pupils' needs and abilities
- Update pupils' individual progress record and any other form of cumulative recording required

- Administer and maintain individual children's files in the school's format. These should be coherent, accessible and comprehensive
- Monitor the balance in the pupils' curriculum. In the context of school/key stage timetable sessions class-based activities should be complimentary in order to achieve a broad, balanced and relevant curriculum
- Prepare and present assessments, reports, observational data according to pre-set schedules (e.g. Annual Review Report timetable, six monthly evaluation, formal assessment procedures) and at any other time as requested by the Leadership Team
- Devise EHCPs, MAPP and PiP targets that are matched to need and ability
- Devise comprehensive unit plans to specify teaching methods, criteria for success and possibly equipment and relevant evaluations
- Summarize recordings and evaluations in a clearly understandable form on a regular basis
- Identify 'gaps' in assessment information on individual pupils and if unfamiliar with appropriate assessment material seek advice and support
- Interpret and utilize formative and periodic summative assessment for end of year/Key Stage reporting and in devising and evaluating EHCPs
- Periodically evaluate priorities for an individual in terms of their needs and abilities against desirable breadth in curricular provision
- Undertake assessments and prepare information for school target setting.

### 3. Effective teaching, ensuring maximum access to the curriculum

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

- Demonstrate understanding of the rationale of the 'whole curriculum' and the part EYFS/National Curriculum/Creative Curriculum and Post 16 plays in whole school learning, continuity and progression
- Demonstrate familiarity with the school aims in relation to learning and how these aims are achieved through curricular provision
- Adapt teaching styles to what and who is being taught
- Plan and co-ordinate teaching sessions, which balance individual, paired and small group settings
- Implement and evaluate a range of approaches
- Create a learning environment with a balance of stimulation and structure where high expectations are evident.
- Re-evaluate failing or under challenging programmes, devise new trial approaches and establish effective and relevant alternatives
- Explore ways of reducing barriers to learning which arise from major physical intellectual, emotional or sensory impairment
- Adapt and modify teaching pupil resource materials to suit pupils' maturity levels and learning styles
- Devise and ensure implementation of effective approaches to pupil self-evaluation.

### 4. Development of Communication, Literacy and Numeracy skills and ICT capability

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

- Demonstrate understanding of the fundamental importance of communication and take this in consideration when planning teaching activities
- Understand the physical, linguistic and psychological aspects of communication in order to determine a pupil's level of receptive and expressive language skills and plan a structured programme of development
- Demonstrate through programme plans, EHCP, MAPP targets, an understanding of a pragmatic approach to communication
- Demonstrate understanding of augmentative/alternative communication and the role ICT has to play
- Know and apply the effective pedagogy relating to the teaching of Literacy, Numeracy and ICT and relate these to the needs of pupils with severe, and/or complex learning difficulties
- Demonstrate understanding of school policies with regard to the teaching of Literacy and Numeracy
- Demonstrate an understanding of the role ICT can play in assisting learning
- Make effective use of first-hand experience and context beyond the school to help pupils understand the importance of Literacy and Numeracy skills and ICT capability in everyday living.

5. 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 school's 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.

## 6. Classroom organization

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

- Organise and manage material and staff resources to ensure effective teaching to all class pupils
- Devise clear and comprehensive information on timetables eg equipment timetable, positioning timetables and staff rotas
- Establish individual and class timetables that are complimentary in terms of balance, breadth and relevance
- Co-ordinate the organization of class materials, equipment and staffing to allow implementation of each session
- Co-ordinate class team efforts to ensure that materials and equipment are maintained in good order and condition
- Audit class resources as necessary/requested
- Co-ordinate upkeep of appropriate records/information on class resources (eg class budgets) and utilize these effectively and efficiently.

## 7. Team management

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

- Establish and maintain co-ordinated effort by the class team by ensuring:
  - Clarity of roles
  - Access to, and familiarity with, all relevant information
  - Acknowledgement of class team members' views and contributions
- Plan, organise and supervise the work of class staff (to include all Nursery Nurses, Education Teaching Assistants, Cover Supervisors, HLTAs, students and volunteers)
- Ensure familiarity of class team with individual pupils' programmes and materials and equipment which are relevant to their needs
- Ensure familiarity with, access to and use of the recording procedures by the class team
- Actively engage class team in evaluation of recording results, draw out and co-ordinate contributions effectively
- Directly contribute to and co-ordinate the contributions of others (class staff and pupils) to all work
- Hold regular meetings (with agenda and minutes) where there is opportunity for the team to contribute to the agenda
- Identify and report on behaviour requiring discussion at class meetings and base meetings
- Identify and act upon class difficulties with behavioural problems
- Conduct meetings on behavioural issues if necessary
- Identify and 'act upon' inappropriate staff conduct towards pupils.
- Adhere to school policy on session time and ensure that class staff do likewise

- Implement agreed decisions including conveying information to class team members not in attendance at particular meetings.

## 8. Team participation

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

- Place a copy of the medium term planning, class timetable, MAPP targets on the server at the start of each term
- Place a copy of the short term planning on the server at the beginning of each week
- Contribute to corporate management of resource timetabling
- Undertake sufficient preparation to contribute to/respond to all relevant school documents, policies etc
- Encourage and support efficient and purposeful use of directed time by constructive participation with due regard to the protocol and procedure of staff/working party meetings
- Be thoroughly conversant with notified schedules for the presentation of reports, reviews and assessment materials
- Meet notified deadlines for the above in order to ensure adequate time for presentation to the Headteacher or Deputy Headteacher prior to sending to parents
- Appraise situations requiring the advice/support of the whole teaching staff e.g. behavioural issues
- Present sufficient quality and quantity of information for effective discussion at specified meetings (eg review of behaviour strategies);
- Co-ordinate the implementation of agreed behavioural programmes within the class team and disseminate information to ensure consistency across the school
- Appraise situations requiring advice/support of Senior Leadership Team eg identification of team members' 'difficulties'
- Evaluate class staffing effectiveness and convey this as required to the Headteacher
- Clearly log incidents and accidents assessed as significant
- Follow school's procedures regarding emergencies
- Notify the Headteacher in circumstances potentially within the remit of 'Child Protection'
- Co-operate positively with agreed schemes for Performance Management.

## 9. Parents and professionals

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

- Recognise, seek and respect the contribution that parents/guardians can make to assessment, learning and evaluation
- Arrange regular visits to the child's home
- Arrange mutually convenient times for effective parental consultations and provide relevant documents

- Involve parents in carrying out programmes within the home through the Home School Book
- Maintain clear records of recent parental consultation meetings, including where meetings have been offered but not taken up
- Clearly present parents' views and concerns on relevant records and as requested as information
- Maintain regular routine contact in home school books sent on a daily basis
- Ensure that all parents receive copies of school newsletters and other information sent via classes
- Assess the need to make direct contact with parents on matters of immediate concern.

#### 10. Subject leadership (post NQT year)

To provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The four key areas of subject leadership are:

- Strategic direction and development of the subject
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

#### **Arrangement for Review**

This job description will be reviewed jointly by the Principal and the post holder at least once in each academic year according to the school's agreed procedure as specified activity and may be reviewed on other occasions by the agreement of both parties as a voluntary activity.