

Samuel Laycock- Job Description- Teacher

1 SEN Point on appointment (second SEN point to be achieved through demonstration of expertise and ability to train others in meeting the needs of pupils with MLD, ASC and SEMH)

Job Purpose: To perform the role of a teacher according to the National Teachers' Standards as specified below:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils with moderate and/or complex learning difficulties (including autism):**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2 Promote good progress and outcomes by pupils with moderate and/or complex learning difficulties (including autism):**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge- especially P8 to Year 4 expectations- for pupils with moderate and/or complex learning difficulties (including autism):**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4 Plan and teach well-structured lessons for pupils with moderate and/or complex learning difficulties (including autism):**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils- especially those with moderate and/or complex learning difficulties (including autism):

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those with specific areas of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment for pupils with moderate and/or complex learning difficulties (including autism):

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Effectively manage the behaviour of pupils with moderate and/or complex learning difficulties (including autism) to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct in accordance with our school's Code of Conduct. The following statements define the general behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSONAL SPECIFICATION - TEACHER		
ATTRIBUTES	REQUIREMENTS	
	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<p>A Degree or PGCE</p> <p>DfE recognised Qualified Teacher Status.</p> <p>Recent appropriate INSET/Training in SEN</p>	<p>Additional units/professional qualifications and /or training in Special Needs Education</p> <p>Qualification related to understanding Autism</p>
EXPERIENCE	<p>Experience of having been a class teacher with full responsibility for a class</p> <p>Experience and evidence of good progress and moving pupils' learning on</p>	<p>Experience of teaching pupils P8-Year 4 expectations, either as a qualified teacher or as a student or post-graduate</p> <p>Experience of teaching pupils with learning difficulties</p> <p>Experience of teaching pupils with Autism</p>
APPLICATION	Completed application form with no gaps in employment history	
KNOWLEDGE & SKILLS	<p>The ability to:</p> <p>Set high expectations which inspire, motivate and challenge pupils achieving between P8-Year 4 expectations.</p> <p>Achieve good progress and outcomes by pupils achieving between P8-Year 4 expectations.</p> <p>Demonstrate good subject and curriculum knowledge for pupils achieving between P8-Year 4 expectations.</p> <p>Plan and teach well-structured lessons for pupils achieving between P8-Year 4 expectations.</p> <p>Adapt teaching to respond to the strengths and needs of all pupils achieving between P8-Year 4 expectations.</p> <p>Make accurate and productive use of assessment for pupils achieving between P8-Year 4 expectations.</p>	<p>The ability to:</p> <p>Set high expectations which inspire, motivate and challenge pupils with moderate and/or complex learning difficulties (including autism)</p> <p>Achieve good progress and outcomes by pupils with moderate and/or complex learning difficulties (including autism).</p> <p>Demonstrate good subject and curriculum knowledge (P8- year 4 expectations) for pupils with moderate and/or complex learning difficulties (including autism):</p> <p>Plan and teach well-structured lessons for pupils with moderate and/or complex learning difficulties (including autism):</p> <p>Adapt teaching to respond to</p>

	Effectively manage the behaviour of pupils achieving between P8-Year 4 expectations- including those with additional social and emotional needs.	<p>the strengths and needs of all pupils- especially those with moderate and/or complex learning difficulties (including autism)</p> <p>Make accurate and productive use of assessment for pupils with moderate and/or complex learning difficulties (including autism)</p> <p>Effectively manage the behaviour of pupils with moderate and/or complex learning difficulties (including autism) including those with additional social, emotional or mental health needs.</p>
ATTITUDE AND TEMPERAMENT	<p>To be honest and constructive at all times.</p> <p>Calm, fair, firm and nurturing in dealing with children – demonstrating unconditional positive regard at all times.</p> <p>Positive when dealing with colleagues, parents and visitors, health and outside agencies</p> <p>Strongly motivated and positive about work</p>	.
PUNCTUALITY	Excellent punctuality and attendance record at work (other than for reasonable adjustments for disability).	