

Rowan Tree Primary School

JOB DESCRIPTION

CLASS TEACHER – SEVERE and COMPLEX NEEDS including but not exclusively ASC, SLD, PMLD

SALARY: MPR/UPR plus one SEN point

Line manager – Headteacher and school senior leaders

Please also refer to the Teachers' Standards – see attached. Duties and responsibilities reflect the School Teachers' Pay and Conditions Document 2017

PUPIL PERSONAL DEVELOPMENT, HEALTH AND SAFETY

- Record and report any safeguarding/child protection issues immediately in line with the school's policies and practice
- Ensure pupils' physical and mental health and emotional well-being; ensure pupils' protection from harm and neglect; ensure pupils' high quality education, training and recreation, the contribution made by them to society, and their social and economic well-being
- Record and report any accidents and incidents in line with the school's policies and practice
- Record and report any concerns about the pupils' welfare
- Ensure that the pupils and staff are kept safe and healthy in line with current legislation as set out in the school's policies
- Ensure that the pupils' personal needs are met, including liaising with social care, education, medical and therapy professionals
- Promote the personal development and well-being of pupils and groups in line with the school's policies on equality
- Communicate and consult with parents and carers including those for whom English is an additional language
- Communicate and consult with professionals supporting pupils and their families
- Participate in meetings arranged for any of the purposes described above including child protection conferences, Child in Need meetings, Team around the Family (TAF) meetings, early help processes and involvement in the Common Assessment Framework where appropriate
- Closely monitor and ensure the progress of children who are looked-after in public care (CYPIC) including through the Personal Education Plan
- Closely monitor and ensure the progress of children who are identified as disadvantaged and are in receipt of Pupil Premium grant funding

PUPIL ATTAINMENT, PROGRESS AND ACHIEVEMENT

- Register the attendance and punctuality of pupils in the morning and afternoon sessions and report immediately any pupils who are missing education in line with the school's policies and procedures
- Attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
- Lead acts of collective worship
- Direct and supervise support staff assigned to them and, where appropriate, other teachers
- Plan, prepare and teach lessons in line with the school's curriculum policy and practice and taking into consideration all the needs of the pupils

- Ensure that the needs of all pupils are met in accordance with the school's Provision Map and the SEN Information Report
- Identify and record pupils' progress through an individual education plan (or similar) linked to the pupil's Education, Health and Care Plan (or similar) issued by the Local Authority
- Set personalised targets for each pupil and ensure that the pupil is provided with the best opportunities to achieve the targets set.
- Maintain a focus, through personalised learning, on individual pupil progress in order to maximise all learners' capacity to learn, achieve and participate
- Maintain, over time, a range of evidence for pupil progress and achievement
- Develop, as appropriate, links with mainstream schools to promote inclusion placements for pupils
- Review pupil progress annually through reporting to parents/carers in the annual review of Education, Health and Care Plan meeting
- Assess pupils' achievement in line with the school's policies and practice
- Record pupils' achievements and standards in line with the school's policies and practice
- Report (orally and in writing) on pupil progress in line with the school's policies and practice
- Report (orally and in writing) on pupils' personal and social needs in line with the school's policies and practice
- Manage, assess, record and report on pupils' communication needs
- Manage, assess, record and report on pupils' behaviour
- Manage, assess, record and report on pupils' attendance and punctuality
- Maintain, where it is possible taking into account the pupil's needs, good order and behaviour, self-discipline and proper regard for authority
- Safeguard pupils' health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- Co-ordinate or manage the work of other staff particularly in class teams
- Participate in arrangements for preparing pupils for external examinations or end of key stage assessment, end of year assessments or baseline assessments
- Manage and deploy resources effectively
- Manage financial resources linked to the curriculum, Pupil Premium, Sports Premium, and pupil need

TRAINING, PROFESSIONAL DEVELOPMENT AND ACCOUNTABILITY

- Participate in induction training on joining the school, including the Staff Handbook
- Attend all staff meetings
- Attend all Professional Activity/ INSET Days
- Participate in single agency safeguarding training, risk assessment training, fire safety training, resuscitation and defibrillation training, behaviour management and support training (Team Teach), communication training and regular updates of this and other required health and safety training
- Participate in focused training around the education, medical and health needs of individual children where appropriate
- Participate in their own appraisal arrangements and, where appropriate, that of other teachers and support staff, including reviewing from time to time methods of teaching and programmes of work
- Assist the head teacher or line manager in carrying out threshold assessments of other teachers for whom the teacher has management responsibility
- Participate in arrangements for further training and continuous professional development as a teacher including undertaking training and professional development which aim to meet the needs identified in appraisal objectives or in appraisal statements

- Participate in arrangements for training and professional development of other teachers and support staff
- In the case of a newly-qualified teacher (NQT) or a recently-qualified teacher (RQT), participate in arrangements for mentoring, supervision and training
- In the case of a teacher who is working through the capability procedure, participate in arrangements for supervision and training
- Advise and co-operate with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
- Participate in arrangements for assessing pupils as required by the local authority and the DfE
- Contribute to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new teachers and teachers serving induction periods
- Contribute where appropriate with requests for references for other colleagues
- Contribute to the school Self-Evaluation Form
- Contribute to the School Improvement Plan
- Contribute to the termly governing body reports keeping to deadlines
- Participate in governor visits to class and to school and contribute to governing body meetings where appropriate
- Take part in any inspection of the school's provision including by OFSTED
- Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school

NB - A teacher is not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

OTHER DUTIES AND INFORMATION

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the head teacher
- A teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work
- Time spent in travelling to or from the place of work shall not count against the 1265 hours
- A teacher shall not be required under her/his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.
- A teacher shall work such reasonable additional hours as may be needed to enable him/her to discharge effectively his/her professional duties. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer
- Teachers are rarely required to cover absent colleagues

- Each teacher is entitled to not less than 10% of their timetabled teaching time to be taken as planning, preparation and assessment.
- Each newly-qualified teacher (NQT) is entitled to a further additional 10% of their timetabled teaching time for NQT support

Signatures:

This job description is current at the date below, but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect, or anticipate changes in the job requirements, which are commensurate with the job title and grade.

The named post holder has agreed to the contents of this job description.

Signed:

Postholder _____
Headteacher _____

Date: _____

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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

- 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

- 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

- 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

- 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 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

- 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 Manage behaviour effectively 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. The following statements define the 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:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- 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.