

Class teacher for SEND pupils in Crosslee Community Primary School SEND Unit for Communication and Interaction. The basic duties of a SEND class teacher are outlined in the Teaching Standards.

Main Responsibilities – Teaching

1. To support the leadership team in establishing a vision and ethos for the future of the school based on our cooperative values.
2. To prepare and plan work in accordance with schemes of work and national curriculum requirements including subject expertise and adaptive practice.
3. To take account of children's prior levels of attainment and progress and use them to set future targets.
4. To adapt teaching and learning to include all pupils and to support the development of all children in the class.
5. To maintain good order and discipline, by modelling behaviour and following the school's behaviour policies and procedures that encourages a sense of responsibility and consideration for others.
6. To ensure punctuality and establish a purposeful working atmosphere during all learning activities.
7. To maintain excellent classroom management with due regard to health and safety policies.
8. To set appropriate and challenging work for all children.
9. To identify and work appropriately with all groups of vulnerable children.
10. To be confident and competent using ICT to support teaching and learning; including the use of a Management Information System (MIS).
11. To create a learning environment that is stimulating and supporting teaching and learning.

Main Responsibilities – Assessment, Recording and Reporting

1. To keep appropriate records of children's work including the use of an MIS.
2. To mark and return work set, including any homework, within an agreed and reasonable time.
3. To comply with the school's Marking and Feedback policy.
4. To carry out assessment programmes, as agreed by the school.
5. To arrange, prepare and conduct annual review meetings for pupils working alongside other professionals.
6. To complete records of achievement and behaviour in line with school policy.
7. To complete children's reports in line with school policy. Attend parent evenings as required and keep parents informed about their child's performance, attendance, achievements, behaviour and future targets.

Main Responsibilities – Pastoral Work

1. To monitor and set targets for the academic progress of all children in the class.
2. To endeavour to build good relationships with children so that they will look to the teacher for support and advice.
3. To support and contribute to SMSC across the school
4. To expect high standards of behaviour and conduct at all times and support the school in its application of related policies, including the implementation of strategies to support dysregulated children.
5. Where appropriate, to support pupils with delivering intimate care.
6. To report issues of concern to the appropriate senior staff.
7. To maintain an accurate register of attendance (MIS) and do everything possible to encourage good attendance.
8. To attend and contribute to team and staff development meetings; participate in a positive way to the decision-making processes and ensure any issues causing

concern or requiring debate are raised.

9. To contribute towards the goals and targets of the school's strategic plan.
10. To maintain a professional interest in educational initiatives and developments.
11. To communicate and consult with parents and carers of children.
12. To develop and maintain good relationships, interaction and cooperation within school and between school and home.

Additional Responsibilities – Curriculum Development

To work as part of a team to coordinate an area of school development:

- attending team curriculum meetings
- taking part in staff meetings
- attending courses
- managing resources
- monitoring
- working with parents and governors.

Line Management Responsibility

Responsible for the supervision of staff providing support in the classroom.

Conditions of Employment

The post holder is required to actively promote, support and encourage the school's ethos and its objectives, through good practice, policies and procedures as agreed by the Governing Body.

The post holder must comply with the school's policy in respect of child protection and safeguarding matters.

The post holder will be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions document.

All teachers will have timetabled teaching commitments and a contractual entitlement to guaranteed PPA time within the timetabled teaching day. The amount of guaranteed PPA time is set at 10% of a teacher's timetabled teaching time.

The post holder may be required to perform any other reasonable tasks after consultation.

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on each of them.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff are required to participate in the school's appraisal scheme.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

Person Specification

Key: A = Application

I = Interview

R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualification and Training:			
1.1 Qualified teacher status	A, I, R	✓	
1.2 A continued commitment to own professional development	I	✓	
1.3 Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children	A & I	✓	
1.4 Knowledge of current legislation, guidance and developments relating to the subject area	A & I	✓	
1.5 Involvement in, and organisation of, wider school activities including extra-curricular activities	A & I		✓
1.6 Experience of teaching across the whole primary age range	A & R		✓
1.7 Working in partnership with parents, communities or governors	A		✓
2. Sets high expectations and inspires, motivates and challenges all children by:			
2.1 Establishing a safe and stimulating environment for children, rooted in mutual respect	A & I	✓	
2.2 Setting goals that stretch and challenge children of all background, abilities and dispositions	A & I	✓	
2.3 Demonstrating consistently, the positive attitudes, values and behaviours which are expected of children	A & I		✓
3. Promotes good progress and outcomes of children by:			
3.1 Being accountable for children's attainment, progress, outcomes	A & I & R	✓	
3.2 Being aware of children's capabilities and their knowledge and plan teaching to build on these	A & I	✓	
3.3 Demonstrating knowledge and understand of how children learn and how this impacts teaching	A & I	✓	
3.4 Encouraging children to reflect on their progress and take a responsible and conscientious attitude to their learning	A	✓	

4. Demonstrates good subject and curriculum knowledge by:			
4.1 Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining children's interest in the subject, and addressing misunderstandings	A, I	✓	
4.2 Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, particularly a correct use of Standard English, whatever the teacher's specialist subject	A, I & R	✓	
5. Plan and teach well-structured lessons by:			
5.1 Imparting knowledge and developing understanding through effective use of lesson time	A & I	✓	
5.2 Promoting a love of learning and children's intellectual curiosity	A & I	✓	

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5.3 Reflecting systematically on the effectiveness of lesson and approaches to teaching	A & I	✓	
5.4 Planning homework and other out-of-class activities to consolidate and extend knowledge and understanding	A	✓	
5.5 Contributing to the design and provision of an engaging curriculum within the relevant subject area(s)	A & I	✓	
7. Adapt teaching to respond to the strengths and needs of all children by:			
7.1 Knowing when and how to use adaptive approaches appropriately which enable children to be taught effectively	A & I	✓	
7.2 Having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these	A, I & R	✓	
7.3 Demonstrating an awareness of the physical, social and intellectual development of children, knowing how to adapt teaching to support children's education at all development stages	A & I	✓	
7.4 Have a clear understand of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage them	A & I	✓	

8. Leadership Skills			
8.1 Ability to line manage support staff working in class	A & I	✓	
8.2 Ability to inspire children and other team members	A & I	✓	
9. Personal Style and Behaviour			
9.1 Tact and diplomacy in all interpersonal relationships with parents, outside agencies, pupils and colleagues at work	A & I	✓	
9.2 Ability to communicate effectively	A & I	✓	
9.3 Self-motivation and personal drive to complete tasks to the required timescales and quality standards	A & I	✓	
9.4 The flexibility to adapt to changing workload and challenges	A	✓	
9.5 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references	A	✓	
10. Values			
10.1 A genuine passion and a belief in the potential of every pupil	A & I	✓	
10.2 Motivation to continually improve standards and achieve excellence above norms	A	✓	
10.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils	A	✓	
11. Other			
11.2 Willingness to travel between schools in the Trust	A	✓	
11.3 Willingness to work in schools across the Trust	A	✓	
11.4 Willingness to attend training and CDP opportunities	A	✓	
11.5 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references	A	✓	