



Job Description: Class Teacher

Mission and Values

“Helping people living in extraordinary circumstances to live ordinary lives”

Values

Purposeful

We aim to achieve our vision by acting with purpose.

Reflective

We are solution-focused practitioners who continuously reflect on our practice and stay up-to-date with new developments.

Genuine

We act with authenticity, honesty and transparency. We value diversity & inclusivity and care deeply about our families & colleagues.

Aspirational

We strive for excellence and add value to people's lives. We are brave and take risks.

Joyous

We are passionate about learning and take pride in the achievements of our children, young people and staff across the Trust.

Job Purpose

A teacher's purpose is to make a positive and lasting impact on the lives of their pupils by providing them with valuable opportunities and helping them acquire new skills.

A teacher is responsible for the learning and achievement of all pupils in their designated group, ensuring equal opportunities and striving to meet the Trust vision and values. As a positive role model, they treat pupils with dignity, build respectful relationships while maintaining professional boundaries. They collaborate effectively with parents, carers, governors, staff, and external agencies to support pupils' best interests. Teachers take responsibility for promoting and safeguarding the welfare of children and young people within the school and may also lead and manage a subject area.



Teaching and Learning

Key Responsibilities:

To work with the school leadership team:

- To be responsible for planning and preparation of lessons and teaching materials, reflective of pupil need and following the school curriculum.
- To be accountable for assessment, attainment and outcomes of the pupils you teach.
- To be aware of pupils' capabilities and their prior knowledge: plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- To have and maintain a clear understanding of the needs of all pupils but with particular regard to their individual needs, special needs and individual learning profile; and be able to use and evaluate appropriately targeted and differentiated teaching approaches, strategies and interventions to engage and support them
- To be honest, open and action with integrity.
- When teaching early reading and writing, to have a clear understanding of appropriate teaching strategies.
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To report progress to key stakeholders including parents / carers throughout the school year
- To behave as solution focused practitioners, reflecting on own practice.

Behaviour and Safety

Key Responsibilities:

To work with the school leadership team:

- To provide a secure, happy and caring environment for all pupils in the class, ensuring the environment is purposeful and appropriately stimulating for pupils, rooted in mutual respect
- To establish a framework for pupil behaviour within a range of planned strategies and interventions relevant to each pupil's needs and learning profile
- To manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- To maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary
- To be a positive role model and demonstrate consistently the attitudes, values and behaviour which are expected of pupils
- To have high expectations of behaviour, promoting self-knowledge and understanding, self-control and independence of all learners



- To carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- To be responsible for promoting and safeguarding the welfare of children and young people within the school and when off-site, raising any concerns following school protocol/procedures

Working with Others

Key Responsibilities:

To work with the school leadership team:

- To lead a class team and act as a line-manager for class staff working in line with the school professional development policy.
- To work collaboratively with others to develop effective relationships.
- To work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- To contribute to the professional development of other teachers and support staff including the induction of new teachers and the assessment of Early Careers Teachers (as appropriate)
- To ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- To take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- To work with other professionals to meet the needs of individual pupils.

School and Classroom Processes

Key Responsibilities:

To work with the school leadership team:

- To work within organisational structure, overseeing systems, processes and policies in order for school to run effectively.
- To ensure staff and pupils safety and welfare, through effective processes of safeguarding and health and safety.
- To ensure rigorous processes are followed to identify, mitigate and manage risk within the classroom, wider school and community
- To attend assemblies, registering the attendance of pupils and supervising them.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the pupils, curriculum or organisation of the school including pastoral arrangements and assemblies

- To regularly review the effectiveness of your teaching and assessment procedures and their impact on pupil learning, attainment and well-being
- To refine your approaches following advice and feedback from colleagues

Specific Responsibility:

All teachers are required to work within the statutory frameworks, which set out their professional duties and responsibilities, and in line with the current School Teachers' Pay and Conditions Document and the Teacher Standards (2021). Teachers' performance will be assessed against the Standards as part of the Professional Development process, relevant to their role, and in relation to school policies and practice.

Person Specification: Class Teacher

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree qualification or equivalent 	<ul style="list-style-type: none"> • Specialist qualifications in SEND
Experience	<ul style="list-style-type: none"> • The ability to build a nurturing and supportive learning environment for pupils • A secure knowledge of safeguarding, confidentiality, security and data protection. • The ability to respond to and plan for the learning and emotional needs of pupils. • An ability to lead learning activities and direct other staff • Able to plan learning activities based on the school curriculum, appropriate for pupils with SEND in a specialist environment 	<ul style="list-style-type: none"> • Teaching experience in a special needs setting • Knowledge of SEN Code of Practice • Experience of statutory review process
Skills, knowledge and understanding	<ul style="list-style-type: none"> • Effective communication and interpersonal skills • Ability to build effective working relationships 	<ul style="list-style-type: none"> • Knowledge and understanding of a range of approaches used to support pupils with SEND

	<ul style="list-style-type: none"> • Ability to work under pressure and show resilience when challenges arise • Ability to act on own initiative. • Ability to teach, motivate and encourage staff and pupils. • Ability to monitor and assess progress and maintain records. • Ability to follow school processes to manage behaviour 	<ul style="list-style-type: none"> • Knowledge of SEND in a range of contexts, with a willingness to research and learn in response to the changing needs of pupils • Experience of safeguarding especially the safety and welfare of vulnerable and disadvantaged pupils
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Good interpersonal and communication skills • Demonstrating a commitment to safeguarding and equality • Committed to maintaining confidentiality at all times • Committed to continued professional development • To have emotional resilience and the ability to overcome challenges • The ability to remain calm and patient in challenging situations • The ability to maintain accurate records. • Approachable, caring and kind • A good sense of humour! 	<ul style="list-style-type: none"> • Solution focused outlook • Ambition to progress