CLASS TEACHER

Statement of Purpose:

Responsible to:

- All staff are ultimately responsible to the Headteacher
- You will be line managed and performance appraised by the Operational Leader in charge of your Department in respect of all professional duties.
- The Deputy Headteacher will oversee and monitor your professional duties and your overall effectiveness, in respect of teaching and conduct, and provide feedback to you and your assigned line manager through a range of Quality Assurance Cycle activities

Line management responsibilities:

- Class-based support staff

A/ RESPONSIBILITIES

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how your students learn and how this impacts on the adaptations to your teaching and your team's specialist support
- encourage students 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 and the holistic curriculum areas, foster and maintain students' interest in the specific subject, and address any misunderstandings
- demonstrate a critical understanding of developments in the holistic curriculum and all the subjects within it, 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, as well as other approaches to development of reading where synthetic phonics has proven not to be successful
- 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 students' intellectual curiosity
- set home-based learning projects and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- through that, engage families in home-based learning which can enhance embedding, and furthering of knowledge and skills
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the school.

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with complex special educational needs and 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback
- engage fully with internal and external moderation activities and implement agreed changes to assessment

7 Manage behaviour effectively to ensure a good and safe learning environment

- embrace fully the school's Positive Behavior Support culture, policy and practice
- be curious and inquiring about students' behaviours, seeing them all as a form of communication of needs
- embed SCERTS curriculum as the framework of support for students' positive behavior
- do not use rewards or sanctions, but celebrate students' successes each day

- have clear communication and routines in the classroom, taking personal responsibility for promoting good and courteous behaviour in the classroom and around the school
- have high expectations of your own and others' behaviour, and establish a warm, open and therapeutic classrooms climate
- manage operation of teaching and learning effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively at all times.

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 constant development of your own teaching through appropriate professional development and by responding to advice and feedback from colleagues
- communicate effectively with families with regard to students' achievements and wellbeing, including leading meetings with families and other professionals aimed at helping students succeed. This includes chairing of review meetings and multidisciplinary groups aimed at supporting the students in our care and their families, if applicable.
- Attend extracurricular activities, including local trips, national residential trips, international trips and occasional school functions – all of those may require you to work flexibly outside of the normal school hours
- Attend offsite meetings, as required
- Attend Family Consultation events – those could be outside of your normal working pattern, including in the evening and weekends.
- Attend twilight training sessions, including any in-lieu INSET days which may be clustered as an extended working day

B/ 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 behavior within and outside school, by:

  - treating students 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 students' wellbeing, 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 students' 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.

C/ PRACTICAL DUTIES AS A TEACHER AT ABBOT'S LEA SCHOOL

The following duties are common to the job descriptions of all teachers in the school regardless of any additional specific duties listed below and form the basis of the School Teachers' Pay and Conditions Document.

Teaching

- Safeguard all students in your care, including proactive leadership of individual risk assessment, Signs of Safety, Early Help and any family support interventions
- Plan and prepare courses and lessons in accordance with the defined curriculum of the school
- Teach, according to their educational needs, the students assigned to you, including the setting and marking of work to be carried out by students at school or elsewhere
- Assess, record and report on the development, progress and attainment of students
- Promote the general progress and wellbeing of individual students and any class or group of students assigned to you
- Provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions. Communicate and consult with the families or guardians of students in consultation with the relevant Operational Leader
- Communicate and co-operate with persons or bodies outside the school and participate in meetings arranged for such purposes in consultation with the Operational Leader
- Take responsibility for financial arrangements for school trips or visits, as defined in the school's financial regulations, where the teacher has agreed to be involved with such a trip or visit.

Assessments and Reports

- Provide and contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Communicate and meet with students' families regularly
- Chair and report the Annual Reviews and other associated transitional meetings
- Chair and report on Signs of Safety and Early Help meetings

Tutoring

As a pastoral tutor assigned to cover or work with a tutor group, you will be required in addition to the duties described above to:

- Take a register at the assigned times. The form register is a legal document. Information in it must be kept up-to-date. All student absences must be accounted for by a parental letter and any not so covered must be reported to the Deputy Headteacher for additional support.
- Attend all assemblies attended by the tutor group to which you have been assigned and lead on class assemblies regularly, as directed to do so by the senior staff
- Carry out a daily check of the standards of dress of the students assigned to you, a daily check of Communication Book or emails with families, as agreed

Supervisory Duties

- To carry out a share of supervisory duties before, during and after the school sessions in accordance with published rotas, and, on occasions, when circumstances demand it. In order to ensure the safe arrival and departure of students and deal with familial enquiries you are required to be on the premises at least ten minutes before the start of the morning session and for ten minutes after the end of the afternoon session. This time is accounted for your prescribed working time. Permission to be absent at these times must be obtained from the member of the Leadership Team.

Appraisal

- Participate in arrangements for your appraisal and that of other staff you line manage
- Mentor new student teachers, ECTs and placement students, as required

Training and Development

- Review regularly your methods of teaching and programmes of work and participate in arrangements for your further training and development as a teacher.
- Engage in learning, including e-learning, at least as directed

Educational Methods

- Advise and co-operate with the Headteacher, Deputy Headteacher Operational Leaders and other teachers in the preparation and development of courses of study, teaching materials, and teaching programmes, as well as methods of teaching and assessment and pastoral arrangements. This includes group teaching, individual teaching, whole Department or whole school projects or assemblies, lunchtime clubs or e-learning (pre-recorded and live interactive).

Discipline, Health and Safety

- You are required to maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- In particular, you are responsible for the health and safety of students in a class assigned to you either on the timetable or as emergency cover.
- Students must not be left unattended without staff' supervision.

Staff Meetings

- You will be required to attend meetings at the school which relate to the School Development Plan, the curriculum, or the administration or organisation of the school including pastoral arrangements, in accordance with your prescribed working time.
- You will be required to join in the PPA and Moderation meetings on a weekly and half-termly basis respectively

Public Examinations

- You may be required to participate in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations: recording and reporting such assessments and to participate in the arrangements for students' presentation for and supervision during the examinations.

Emergency Cover

- You will be required to supervise and so far as practicable teach any students assigned to you due to their teacher not being available. The requirement to provide emergency cover for unavailable colleagues will be consistent with the current Teachers' Pay and Conditions Document

Working Time

- You must be available for work for 195 days in any school year, of which for 190 days you will be required to teach students in addition to carrying out other duties and 5 days will be notionally allocated to staff' training and professional development of practice (those may be full days or Twilight sessions and will be published for the academic year ahead, with any changes communicated in advance). These duties will be carried out at such times and places as the Headteacher will specify for 1265 hours in any one year. This requirement is consistent with the Teachers' Pay and Conditions Document
- In addition to the requirements set out in the above paragraph, you will be required to work such additional hours as may be needed to enable you to discharge effectively your professional duties, including in particular, the marking of students' work, the writing of reports on students and the preparation of lessons, teaching material and teaching programmes. The amount of time required for this purpose beyond the 1265 hours referred to above is a matter for your professional judgment and will depend upon the work needed for you to discharge your duties as a teacher.

Deployment:

- You are contracted to work for Abbot's Lea School as part of all of its operations
- You may be asked to work at a location other than L25 6EE
- You are deployable to work with student within the school or in another school or location supported by Abbot's Lea School as part of its collaboration with other organisations.

PERSON SPECIFICATION

Class Teacher

	Essential	Desirable
Qualifications	• Degree • DfE recognised qualified teacher status (in case of trainee teachers, by the time of commencement of contract) • Evidence of continuing professional development	• Postgraduate qualification • Evidence of recent SEND and Autism CPD
Knowledge & Understanding	• Evidence of knowledge and understanding of child development, personalised learning and curriculum arising from teacher training and/or classroom practice • Evidence of appropriate in-service activity and professional development, in training or post-teacher training • A sound understanding that all behaviours happen for a reason and a firm commitment to our Positive	• Successful experience of teaching within a special school

	Behaviour Support (PBS) policy and practice • Awareness of ways in which multidisciplinary therapeutic inputs help students with SEND/Autism and a commitment to working therapeutically as a class teacher	
Skills	• Highly literate • Highly numerate • Highly competent and confident in ICT applications • A highly effective communicator at all levels • An ability to prioritise and remain calm under pressure • Personal effectiveness skills, including emotional and physical resilience • High level of self-awareness and an ability to effectively deal with challenges that teaching in a special school presents • A team player with a commitment to empowering others and own learning, development and reflective practice	

Original copies of certificates will be required prior to appointment.

Headteacher Name	**Headteacher Signature**
Mrs Ania Hildrey	
Employee Name	**Employee Signature**