

Green Fold Specialist School

An Orchards Federation Provision



Job Description Class Teacher

Job Title	Class Teacher
Salary Grade	T1-T9 +1 SEN Point
Responsible to:	Headteacher Green Fold School
Responsible for:	The pupils in your charge, all pupils in school, Teaching Assistants and liaison with Multi-Disciplinary Team.
Contract Type	Permanent
Hours of Work	Full Time
Applicable Contract Terms & Conditions	The class teacher is responsible for the education and welfare of designated classes or groups of pupils whilst meeting the requirements of: • School Teachers Pay and Conditions Document • Conditions of Service for School Teachers in England and Wales • Fulfilling the 'Teachers' Standards' for Teachers in England Whilst having due regard and being compliant to The Orchards Federation and Green Fold Schools' aims, objectives, policies and protocols and those of the Local Authority.

Main Purpose of the Job:

You will provide pupils with outstanding holistic learning opportunities and ensure that their wellbeing and welfare are paramount at all times. As an outstanding practitioner you will commit to the Federation's safeguarding policies and procedures and uphold both the Federation and schools core values, aims and beliefs.

You will take responsibility for a class determined by the Headteacher and in accordance with the duties listed below ensure that holistic planning for all EHCP need, curriculum, preparation, recording and assessment are completed for all pupils in your care. You will work closely and collaboratively with parents/ carers, colleagues, our Multi-Disciplinary Team and other internal and external professionals to forge strong professional links towards ensuring the best outcomes for pupils.

Specific Responsibilities:-

Strategic Direction and Development of Green Fold School

- Promote the vision and strategic direction of the school through being fully aware of and actively involved in the School Development Plan.
- Be a reflective practitioner reviewing and evaluating your practice on a regular basis and in line with Teacher Performance Management and Appraisal Policy to ensure focussed attention on progression.

Teaching and Learning

- Enjoy teaching and be passionate about delivering the best outcomes for all pupils in your care.
- Plan and teach a high quality holistic sequential curriculum for all pupils in your care with reference to the provisions contained in the pupils' EHCP developing the skills and knowledge pupils will need throughout life.
- Consistently demonstrate high quality teaching and provide learning opportunities that stimulate and enthuse pupils and increase their knowledge and skills in line with aspirational targets.

- To be responsible for the maintenance, organisation and expansion of a wide range of innovative curriculum resources.
- Carefully monitor pupils progress in all areas of learning and in a timely manner refine and reflect practice where pupils are making less than expected progress including devising and implementing intervention plans as appropriate to secure pupil progress.
- Be accountable for the attainment, progress and outcomes of the pupils' you teach.
- Produce evidence of pupils' attainment for the purposes of reporting to parents and other stake holders.
- Ensure that curriculums and learning opportunities are personalised and differentiated and where relevant provide personal learning programmes to meet the needs of individual pupils.
- Be proactive in overcoming pupils' barriers to learning through actively seeking and implementing resolutions.
- Provide an outstanding learning environment that takes into account different SEND's and the specific needs of pupils within your class.
- Work purposefully and collaboratively with parents/ carers, other teachers, colleagues, our Multi-Disciplinary Team and other internal and external professionals to forge strong professional links.
- Promote and seek independence in learning for all pupils.
- Actively engage in leading and supporting Teaching Assistants in all aspects of planning and lesson preparation towards achieving the best outcomes for pupils.
- Supervise work of Teaching Assistants within own class base.
- Promote the schools Total Communication approach ensuring that a range of appropriate communication modes are in place and consistently used to support individual pupils.
- Promote the schools Positive Behaviour Support approach at all times to foster self-regulation and an effective learning environment.
- Lead, implement and review the actions of the pupils Education, Health and Care Plan including preparation for Annual Review of.
- Ensure guidance from other professionals is adhered to at all time's actively taking part in the review process as required for example Health Care Plans.
- Effectively develop, implement and review personalised plans as appropriate for example Individual Behaviour Plans, PEEPS, ILP's and Risk Assessments.
- Make effective use of a wide range of pedagogies, strategies and evidence based learning to enhance learning and teaching and raise standards.
- Carefully monitor the programmes of support for children in receipt of premium support such as Pupil Premium and Children Looked After and ensure that they are implemented and effective.
- Be familiar with current theory and practice relating to Primary teaching and in particular to pupils with special needs. Participate in ongoing self-led personal development to keep up to date with leading practices.

Whole School Responsibility

- Safeguard and promote the welfare of children and young people and follow all school policies and the staff code of conduct.
- Support and implement the vision of the school and Federation.
- Take a lead role in co coordinating an identified subject area across the whole school .
- Be accountable for undertaking training to further develop skills and knowledge in order to raise standards.
- Support the continued professional development of others both within the school, the Federation and the wider community by accruing and sharing knowledge.
- Be an effective role model for all pupils, our team and wider stakeholders.
- Contribute to the aims and actions of the School Development Plan.
- Participate in the performance management system for the appraisal of your own performance and that of other staff.
- To play a full and active part in the life of the school.

Other

This document is illustrative of the general nature and level of responsibility of the role and is not a comprehensive list of all tasks. The post holder may be required to complete other duties as appropriate to the level of the role as directed by the Head Teacher. This job description is not exhaustive and will be subject to periodic review with the post holder in consultation with the Headteacher reflecting the changing needs of the school.

Person Specification

Class Teacher Green Fold Specialist School



	Essential	Evidence
Qualifications		
Educated to degree level	✓	A
Qualified Teacher Status	✓	A
Experience		
To have proven experiences of using primary teaching methodologies in mainstream or special education	✓	A / L
Professional Knowledge Skills and Understanding		
Commitment to safeguarding and promoting the welfare of all pupils and knowledge of Keeping Children Safe in Education.	✓	L/I
Commitment to promoting the vision and values and positive ethos of the school and Federation at all times.	✓	L/I
Knowledge of the Code of Practice for SEND	✓	L/I
Skilled in adapting the National Curriculum to meet the needs of pupils with SEND	✓	L/I
Understanding of the different SEND pedagogies to meet the needs of pupils with Autism, SLD, PMLD, MLD	✓	L/I
Understanding of sensory needs to promote communication and self-regulation.	✓	L/I
Knowledge of teaching communication, life skills and differentiated NC subjects including English, the teaching of reading and maths.	✓	L/I
An understanding of personalised curriculums to meet the complex needs of individual pupils including those arising from specialist support in the EHCP.	✓	L/I
Knowledge of effective strategies and schema to meet the needs of specific SEND cohorts.	✓	L/I
Knowledge of different modes of AAC communication used in the classroom such as Sign-a-Long, PECS, Objectives of reference etc.	✓	L/I
Knowledge of and ability to provide Positive Behaviour Support	✓	L/I
Skills for writing and understanding Individual Learning Plans and other key documents for pupils with SEND	✓	L/I
Professional Skills and Abilities		
High knowledge and skills of ICT to enhance teaching and learning.	✓	A/L/I
Excellent planning skills setting clear appropriate learning intentions.	✓	L/I
A commitment to working as part of a highly collaborative team including working closely with other teachers, colleagues and a Multi-Disciplinary Team.	✓	L/I
Ability to build strong professional relationships with families to support outcomes for pupils.	✓	L/I

Commitment to ongoing Professional Development for self and others.	✓	L/I
Ability to direct and coordinate the work of others.	✓	L/I
A commitment to collaborating and networking widely to understand the local and national agenda regarding education.	✓	L/I
Ability to plan, resource and deliver sequential outstanding lessons.	✓	L/I
Ability to monitor pupil's progress in line with school policies and protocols and use this information to inform future planning to aid progress.	✓	L/I
Personal Qualities		
Have high expectations for pupils and be passionate about their learning, whatever their level of need.	✓	L/I
Be positive and flexible in approach and demonstrate leadership skills and team building at all times.	✓	L/I
Calm and resilient in challenging situations.	✓	L/I
Have good communication skills – both orally and written.	✓	L/I
Ability to manage own workload effectively and promote work/ life balance.	✓	L/I
Have excellent interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.	✓	L/I
To practice equal opportunities in all aspects of the role and around the work place in line with policy.	✓	L/I
To maintain a personal commitment to ongoing professional development and subject knowledge.	✓	L/I
To have a positive outlook and desire to keep getting better.	✓	L/I
A reflective practitioner with high expectations of self and others for the positive outcome of pupils.	✓	L/I
Ability to work in a fast paced environment and prioritise effectively.	✓	L/I
Other		
Satisfactory DBS and references	✓	A/R

Evidence Key : A- Application Form L-Letter I – Interview R –Reference