SPRINGSIDE PRIMARY SPECIAL SCHOOL CLASS TEACHER (PMLD) JOB DESCRIPTION

NAME OF POSTHOLDER:

JOB TITLE: Class Teacher (PMLD)

JOB PURPOSE:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document and Teachers' Standards.
- Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team.
- Provide high-quality, personalised teaching for learners with profound and multiple learning difficulties, complex medical needs and significant physical disabilities. Plan and deliver a curriculum that promotes communication, engagement, independence, wellbeing, physical development and quality of life, ensuring all learners can access meaningful learning experiences and achieve their fullest potential.

LINE MANAGEMENT:

- Reporting to: Assistant Headteacher, Deputy Headteacher and Headteacher
- Responsible for: Teaching Assistants and other support staff working within the class team

LIAISING WITH:

- Headteacher, Senior Leadership Team, teachers, teaching assistants, therapists, nursing staff, parents and carers, staff from Hamer Learning Community, Local Authority representatives and external agencies.

SALARY SCALE:

- Classroom Teachers' Pay Scale plus SEN Allowance

WORKING TIME:

- Full-time as specified within the School Teachers' Pay and Conditions Document.

DBS DISCLOSURE LEVEL:

- Enhanced

1. SCHOOL ETHOS

- Play a full part in the life of the school community, supporting its distinctive ethos and values.
- Actively support the school's policies relating to equality, diversity, inclusion, safeguarding, health, safety and wellbeing.

- Promote the school positively and celebrate the achievements of learners and staff at every opportunity.
- Support the school's vision of enabling every learner to communicate, participate, develop independence and experience success.
- Demonstrate a commitment to person-centred practice, recognising the unique strengths, needs and aspirations of every learner.

2. CURRICULUM PLANNING AND PROVISION

- Plan, deliver and evaluate a highly personalised curriculum which reflects the needs of learners with PMLD and complex needs, drawing upon the EYFS, Engagement Model and school curriculum pathways.
- Create learning opportunities that promote communication, cognition, sensory development, physical wellbeing, self-help skills, emotional wellbeing and social interaction.
- Work collaboratively with therapists, nursing staff and other professionals to ensure that educational, therapeutic and medical programmes are implemented effectively throughout the school day.
- Monitor and evaluate the curriculum offered, reviewing planning, assessment, recording and reporting systems to ensure they meet the needs of learners with significant and complex needs.
- Ensure the efficient use, maintenance and development of specialist equipment, communication systems, sensory resources and adapted learning materials.

3.INCLUSION

- Promote inclusive opportunities and meaningful participation for learners across the school community.

4. TEACHING AND LEARNING

- Produce detailed and personalised learning plans that reflect EHCP outcomes, individual priorities and learners' developmental needs.
- Employ a wide range of specialist teaching strategies appropriate for learners with PMLD, including intensive interaction, sensory approaches, total communication, assistive technology and engagement-based learning.
- Create meaningful, motivating and engaging learning experiences that develop communication, participation, independence and enjoyment.
- Ensure learning opportunities are adapted appropriately to meet learners' physical, sensory, cognitive and medical needs.
- Develop, maintain and utilise specialist resources, communication aids and adapted equipment to maximise access to learning.
- Lead, support and direct teaching assistants effectively to ensure consistency of practice and high-quality provision throughout the school day.
- Use observation, assessment information and learner responses to evaluate progress and inform future planning.
- Create and maintain a safe, nurturing, stimulating and highly structured learning environment that promotes participation and wellbeing.

- Work closely with therapists, nursing colleagues and families to ensure a coordinated approach to supporting learners.
- Maintain high expectations for all learners and recognise progress across small developmental steps.
- Contribute to the ongoing development of specialist practice across the school and engage fully in continuing professional development.
- Work collaboratively with colleagues, sharing expertise and contributing to a culture of reflective practice and continuous improvement.

5. PASTORAL CARE

- Develop positive, trusting and respectful relationships with learners, recognising and responding to their preferred methods of communication.
- Promote learners' emotional wellbeing, dignity, self-esteem and quality of life through all aspects of practice.
- Ensure all learners are safeguarded and that concerns are reported in accordance with school procedures.
- Support and implement the school's behaviour support approaches, including Team Teach principles where appropriate.
- Work closely with families and professionals to identify and address barriers to learning, participation and wellbeing.
- Ensure all aspects of personal care, feeding, positioning and moving and handling are carried out safely, respectfully and in accordance with agreed plans and risk assessments.

6. PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING

- Develop positive and effective partnerships with parents and carers, recognising the importance of shared knowledge and collaborative working.
- Report sensitively and accurately on learners' progress, achievements and wellbeing through review meetings, reports and regular communication.
- Encourage active parental involvement in learners' education and respond appropriately to questions, concerns and feedback.
- Work collaboratively with therapists, nursing colleagues, educational psychologists, social care professionals and external agencies to support positive outcomes.
- Support and promote the vision and values of Springside School and the Hamer Learning Community.

7. PERFORMANCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT

- Engage fully in the school's appraisal process and contribute positively to professional discussions regarding practice and development.
- Take responsibility for continuing professional development, maintaining and developing specialist knowledge relating to PMLD, communication, physical disabilities, complex health needs and specialist pedagogy.
- Share learning from professional development opportunities with colleagues and contribute to whole-school improvement.
- Actively participate in school self-evaluation, curriculum development and improvement initiatives.

- Support and contribute to the development of outstanding specialist provision for learners with profound and multiple learning difficulties.

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.

Signed ..... Signed .....

(Teacher) (Headteacher)

Dated ..... Dated .....

(Teacher) (Headteacher)