

Job Description

Job title: Inclusion Teacher

Reports to: Head of Inclusion

Job purpose:

1. To promote the school's vision, mission and core values.
2. To deliver the highest standards of teaching, to ensure excellent progress and achievement in learning.
3. To provide outstanding pastoral care for all pupils.
4. To contribute to the co-curricular and wider community of the school.

Main responsibilities and duties:

1. *Safeguarding and promoting the welfare of pupils*

- incorporate the school's vision, mission and core values into normal working practice and to be a positive role model to others
- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm.

2. *Planning, teaching and learning*

- have high expectations of all pupils to attain high academic standards
- plan and teach lessons and sequences of lessons to the classes. The class teacher is assigned to teach within the context of the school's plans, curriculum and schemes of work
- teach English up to and including IGCSE and A-Level and prepare children for entry into university in the UK, US and Europe
- assess, monitor, record and report on the learning needs, progress and achievements of the pupils within the classes the class teacher is assigned to teach
- provide individual or group targets to promote learning
- participate in arrangements for preparing pupils for internal and external examinations
- provide opportunities for independent learning
- provide opportunities for practical work, investigation and research
- make provision for students of differing ability in all subjects (clear differentiation) and formulate and use IEPs where necessary
- create a stimulating class environment which promotes effective teaching and learning and of which students can feel ownership
- provide opportunities for the use of digital technology within all areas of the curriculum
- ensure that all classroom practice is in accordance with school policy and procedure
- monitor the progress of students by on-going assessment and record keeping

- use a range of teaching methods and resources to enhance the learning experience for all students.

3. *Leader of Inclusion (in partnership with the Head of Inclusion and Inclusion Team)*

- Identify, manage, monitor, analyse and review a range of support initiatives and strategies in a wide range of topics including, but not limited to, numeracy, reading, writing and communication skills with the aim of raising standards of attainment
- Coach, advise and guide colleagues in teaching and learning, by means of meetings, working alongside individual teachers, modeling good practice and by monitoring their work in order for all pupils needs to be met
- Support CPD on Inclusion
- Develop and maintain links with parents in order to ensure that educational achievement and personal development are maximised
- Responsible for IEPs and the effectiveness of the pupils' provision including writing and updating student profiles
- Work as a collaborative member of team and be willing to be flexible in supporting across the whole school.

4. *Classroom management*

- maintain a well-managed classroom with a good work ethos and good working relationships
- create a culture of achievement where pupils wish to do their best and are rewarded for doing so
- unsatisfactory behaviour is handled effectively as per school policy and procedures.

5. *Management and deployment of resources*

- support the development plan for the Inclusion team
- direct the work of teaching assistants to ensure they are deployed effectively to aid teaching and learning at all times
- ensure classroom resources are organised and tidy
- allocate classroom space and time efficiently
- ensure adequate time is given to preparation, marking and displays
- control and oversee the use and storage of books and other teaching resources provided for class usage.

6. *Communication*

- meet with the Headmaster, Senior colleagues and the Inclusion team as necessary to discuss individual students and their progress
- monitor and report to parents on the progress of students within the allocated class, as directed
- report IEPs to parents, as directed
- attend parents' evenings or meetings throughout the year as required
- assess pupil achievements and progress in accordance with the agreed arrangements
- mark class attendance registers.

7. *Professional development*

- maintain up-to-date subject knowledge
- self-evaluate and review teaching methods, materials and schemes of work
- participate in the school's Performance Management process and opportunities for Continued Professional Development, including attending INSET.

8. Additional responsibilities

- each class teacher will take responsibility for organising curriculum or enrichment activities throughout the year
- undertake extra-curricular activities as assigned
- participate in the duty rota
- undertake cover duties for colleagues as assigned by the Headmaster/SLT
- attend, and contribute to, staff meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- actively participate in school activities, such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures
- support the work of the Parent Teacher Association by attending events which promote the school.

Special circumstances

To work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of pupils.

To work and live in strict accordance with the laws and customs of the country in which the teacher is resident. To comply with the school's procedures and policies for accommodation, healthcare, travel, leave, official documentation, etc. as detailed in the staff handbook and updated as required. To be responsible for acquiring up-to-date knowledge on such matters.

Teaching staff may be required to attend school during weekends or holiday periods throughout the year for up to five days for purposes of training (INSET) and preparation for the forthcoming academic term/year. Such required attendance will be advised to teaching staff before the commencement of the relevant leave period and will not give rise to any entitlement to compensatory leave days in lieu.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headmaster to undertake work of a similar level that is not specified in this job description.

This Job Description may be amended at any time following discussion between the Headmaster and member of staff and reviewed annually.

Key relationships:

- Headmaster, SLT, Inclusion team, teaching assistants, support staff, teachers

Job performance indicators/ targets:

Set out in the school's appraisal and performance management system, but not limited to:

- lesson observations
- pupil performance
- parent interaction and communication
- attendance and punctuality
- interaction with colleagues and school management.

Person Specification:

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ Evidence of Continuing Professional Development and in-service training (experienced applicants) ▪ Experience of working in or closely with Inclusion departments 	<ul style="list-style-type: none"> ▪ Experience of working across the FS & KS 1-5 age range ▪ Experience of teaching an alternative curriculum such as Functional Skills ▪ Degree in English or Maths ▪ A-Levels in English or Maths ▪ CBT training ▪ Qualified Teacher Status ▪ CCET and AAC level 7 assessment and access arrangement qualification or equivalent
Skills	<ul style="list-style-type: none"> ▪ Demonstrate excellent classroom practice ▪ Differentiate effectively for SEND and more able pupils ▪ Demonstrate effective planning and assessing ▪ Evidence of good oral and written 	<ul style="list-style-type: none"> ▪ Understanding of how the learning environment supports high standards

	<p>communication skills in a range of contexts and to a variety of audiences</p> <ul style="list-style-type: none"> ▪ The ability to establish good relationships with all members of the school community ▪ A willingness to learn, and to work collaboratively as a member of a team ▪ To be sensitive to the needs of the children ▪ To support and maintain equal opportunities for all 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Up-to-date knowledge of the changing demands of the National Curriculum and examining bodies ▪ A commitment to the school's ethos in providing effectively for the needs of all its pupils, including those with special educational needs ▪ A clear understanding of the importance of planning and assessing pupil's work to ensure high standards ▪ A clear understanding of the importance of recording and reporting pupils' progress and achievements ▪ An ability to employ a variety of strategies to manage pupil behaviour 	<ul style="list-style-type: none"> ▪ Understanding of the value of developing a partnership between home and school
Profile	<ul style="list-style-type: none"> ▪ Commitment to the personal welfare and safeguarding of all pupils ▪ Supportive, patient and caring ▪ Well organised and able to manage time efficiently ▪ Good interpersonal and communication skills 	

	<ul style="list-style-type: none"> ▪ A commitment to, and a recognition of, the importance of extra-curricular activities ▪ Commitment to providing the best for all pupils ▪ Loyalty to the school's mission and ethos 	
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