



## **GRANTA SCHOOL**

### **JOB DESCRIPTION – CLASS TEACHER**

**This School is committed to safeguarding and the welfare of children and young people and expects all staff to share in this commitment.**

All teaching staff are required to carry out the duties set out in the relevant paragraphs of current School Teacher Pay and Conditions documentation and to reach national standards for the quality of teaching. We are an all-age school and as such teachers may be required to teach pupils outside the age group in which they trained to teach.

**Please also refer to our person specification when applying.**

- Be a class teacher to a small group of pupils who have complex learning needs
- Provide the full range of curriculum areas to them through a mix of learning through play and structured activity
- Line manage a team of teaching assistants to assist in the delivery of personalised and supported learning
- Take a lead role in monitoring the performance management of those teaching assistants you line manage
- Carry responsibility in ensuring that Child Protection and Health and Safety procedures are rigorously adhered to
- Take part in training for, and delivering, an education which includes therapeutic, medical and behavioural support to pupils
- Take part in training for, and delivering, an education which includes communication support to pupils through signing, symbols, picture representation and adapted technology.
- Participate fully in all arrangements for assessment and recording, including those necessary for Annual Review procedures, school reports, Early years assessment framework, and in the sharing of information within multi-disciplinary teams
- Attendance at cross-county moderation meetings
- Report to and regularly communicate and consult with parents, carers, colleagues and pupils including attendance at consultation evenings once per term.
- Contribute to pathway planning meetings and contribute to whole school curriculum matrices
- Monitor and implement individual programmes for pupils, including:
  - ✓ Individual Education Plans (IEPs)
  - ✓ Individual Behaviour Programmes (IBPs)
  - ✓ Personal Care programmes (PCPs)



- Participate fully in your own quality assurance procedures including observation and learning walks
- Participate fully in staff meetings, professional development days and other training events
- Any other requirement that the Head Teacher deems reasonable and in particular, requirements which develop during the school's on-going improvement initiatives.

In order to meet these requirements you will be

- Supported by the Senior Leadership Team to plan and work across subject areas, relevant year groups and with pupils with specific needs
- Line managed by members of the senior leadership team through observation and advice
- Allocated a mentor to support you during your first term
- Provided with a high level of staff support in class
- Provided with opportunities to network with colleagues in a welcoming and supportive school
- Access to an internal system for planning, assessment and relevant information
- Access to a multi-disciplinary team of health and therapy staff for advice and guidance



**PERSON SPECIFICATION:**

ATTRIBUTES	ESSENTIAL	DESIRABLE
<b>EDUCATION AND TRAINING</b>	Qualified Teacher Status, unless applying for a trainee teacher position in which case a graduate degree with full intention to undertake a teaching qualification within a year	Additional or advanced qualification in teaching pupils with special educational needs.
	Evidence of basic (level 1) child protection training.	Evidence of appropriate implementation of child protection procedures and systems
	Ability to use ICT effectively as a learning tool and for administrative tasks.	Evidence of implementation of health and safety risk assessment procedures
	Evidence of relevant professional development including an understanding of the Primary curriculum and assessment frameworks	An experience of moderation procedures between colleagues
<b>Relevant Experience</b>	Experience of pupils with special educational needs, preferably within an educational setting	Experience of teaching pupils with special educational needs in a specialist mainstream or special school context
<b>The Classroom</b>	High standards and realistic expectations of self, teaching assistants and pupils.	A commitment to the development of individual educational programmes using multi-disciplinary and support staff expertise.
	A willingness to learn about meeting the needs of children with highly complex SEND that can lead to behavioural challenges.	Experience of implementing a broad and varied range of classroom and behaviour management techniques  An understanding of educational pedagogy and the impact of different types of special educational needs.
	A willingness to learn about and meet the needs of children with complex health needs, some of whom may be life limited and will	Experience of supporting pupils with complex health needs.



	require close contact with family/ health services and hospice	
	Is well organised and has managed classroom where children are encouraged to be as independent as possible.	Experience of using scripted routines and symbol timetables to support independent learning.
	Creates creative and exciting learning environments where children's work is celebrated through quality interactive displays	Recent 'team teach' training and/or recent 'moving and handling' training
	Work is planned with a high level of differentiation and formative assessment is used to inform planning	An enthusiasm for the development of new curriculum and implementing an action research approach to meeting the needs of unique pupils
	A commitment to a Teamwork approach	An innovative practitioner
<b>PERSONAL QUALITIES</b>	Excellent interpersonal skills	Ability to motivate colleagues by example
	Integrity with high professional and personal standards	
	Ability to influence others by presentation of ideas and to accept from others good ideas	
	Resilience and able to handle challenging/difficult situations.	
	Ability to be well organised, self-motivated and a reliable, effective member of the team	
	An enthusiasm for involvement with pupils, staff, parents and carers, governors and the community	