Job Description

Job Title: Primary Teacher

1. JOB TITLE	Primary Teacher
2. GRADE	MPS
3. SUPERVISED BY	Principal
4. SUPERVISION EXERCISED:	N/A

5. CONTACTS Internal: Governors, Staff and students
External: External agencies, students, parents, schools and colleges.

Purpose

- *To deliver and co-ordinate high quality teaching, learning, assessment and individual support to learners in order to maximise achievement and continuous improvement.*
- *To have and share with colleagues extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.*
- *To share and support the school's responsibility to provide and monitor opportunities for academic and personal growth.*

Main Duties and Responsibilities

Please note that it is expected that teaching duties, as outlined in this section of the job description, will be undertaken in accordance with the Professional Standards for Teachers and Trainers in Education and Training – England as published by The Education & Training Foundation. The job description is subject to periodic review.

- To lead the learning of a group of pupils who experience a range of needs and challenges (primarily social, emotional and behavioural).

- To play a lead role in the development of the nurture group in accordance with nurture group principles to ensure that barriers to learning are reduced and to support students achieve their full potential.

- To take a supporting role in monitoring to ensure that the school's systems for promoting positive behaviour and attitudes to learning are effective.

- To plan and deliver engaging and motivating experiences relevant to the nurture group principles (children's learning is understood developmentally; the classroom offers a safe base; nurture is important for the development of self-esteem; language is understood as a vital means of communication; all behaviour is communication; transitions are significant in the lives of children).

- To develop an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs.

- To provide support for children through a carefully structured timetable that balances learning, affection and structure within a caring home-like atmosphere.

- To work with the Behaviour Support Teachers to monitor the progress of pupils ensuring the reduction in barriers to learning, increase in inclusion into their mainstream classroom and secure excellent progress for all pupils.

- Where appropriate ensure all objectives on each individual child's Educational Health Care Plan or SEN support plan are addressed continually enabling at least good progress.

- To work in collaboration with members of support staff on timetables and assessments.

- In line with school policy, mark and provide feedback on pupils' work set in school and for homework so that they understand how to improve.

- To regularly review progress and monitor the integration of all nurture group pupils.

- To work in partnership with classroom teachers to provide a personalise learning and behaviour plan for pupils experiencing social, emotional and behaviour difficulties.

- Whilst maintaining appropriate professional boundaries between adults and children, establish secure and trusting relationships with pupils to facilitate their learning and development.

- Work positively in partnership with the child's parents/carers and external agencies as appropriate to support named children's social, emotional and academic development.

- To ensure a consistent approach to managing behaviour and promoting positive attitudes to learning.

- To attend and contribute appropriately to Educational Health Care Plan Reviews, SEN reviews, pupil progress meetings and parent's meetings.

- To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies.

- To contribute to whole school planning activities.

Leading and developing

- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.
- Support the reflective and restorative culture taking into account the personal, social and emotional needs of students.
- Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
- Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.
- Establish good relationships with families to promote students' learning and development.
- Contribute to the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for students.

- Establish therapeutic relationships with students and interact with them according to individual needs.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.
- Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).

Additional responsibilities:

- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Person Specification

This person specification will be used for recruitment to the PRIMARY TEACHER. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

QUALIFICATIONS (list)	ESSENTIAL	DESIRABLE	TESTING METHOD
• QTS • Evidence of continuing professional development related to the post	√		Checked certificates
Level 2 English and Maths	√		Checked certificates
STATUTORY or ROLE SPECIFIC REQUIREMENTS	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
A clear understanding of the features of high quality teaching and learning at KS1 and 2	√		Application /Interview
EXPERIENCE (describe)	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
Successful teaching experience across the primary age range, including successful support of children with a range of SEND.	√		Pre-application question
Leading workshops and meetings for staff and parents.		√	Interview
Experience of working with parents to ensure best possible outcomes for pupils.	√		Pre-application question
Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND.	√		Pre-application question
Experience of writing IEPS and provision maps.	√		Interview
KNOWLEDGE & SKILLS	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
A thorough knowledge and understanding of the SEND Code of Practice.	√		Interview
Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND.	√		Interview
Knowledge of how to interpret and track pupil progress to accelerate progress and raise pupil attainment across the curriculum.	√		
Knowledge of how ICT can be used to support children with SEND.	√		Interview

Ability to teach good or better lessons consistently, over time.	√		Interview
PERSONAL COMPETENCES	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
Excellent communication skills.	√		Interview
Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school	√		Interview
Ability to work under pressure and prioritise effectively	√		Interview
COMPETENCES	**ESSENTIAL**	**DESIRABLE**	**TESTING METHOD**
"Can do" positive attitude Enthusiastic and committed, remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	√		Scored application question
Takes responsibility and delivers results Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and responding to that guidance to ensure that daily tasks are completed	√		Scored application question
Takes ownership of personal development Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	√		Scored application question