



## Sherwood Park School

### Job Description & Person Specification

**Job Title: Class teacher at either the Sherwood Manor, Hill or Park Campus (dependent on need, skill set and experience)**

Sherwood Park School is an all age foundation special school which consists of two existing campuses: Sherwood Park Campus in Wallington, which provides for pupils with profound and multiple multiple learning disabilities and severe learning disabilities. Sherwood Hill Campus in Carshalton, which provides for pupils with autism and severe learning disabilities and / or significant social and emotional difficulties that affect their capacity to cope across daily activities. In addition we are opening our Manor Campus in Wallington in September 2025. The Manor is a new site providing for additional needs including those with autism and/or learning difficulties. Many of these pupils have additional differences and complexities requiring high levels of support in order for them to achieve their potential. All staff are required to work across all sites if required.

All of our children have an Education Health and Care Plan and have a number of dedicated professionals working with them in order to support - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and regulated in order that they can learn and achieve their best.

Sherwood Park School: We are looking for a dedicated team to develop the Sherwood Manor Campus as a warm, friendly and progressive place to learn and work, with school staff who are highly ambitious for our fantastic pupils.

#### Job Description

<b>Job title:</b>	<b>Classteacher</b>
<b>Grade:</b>	Recognition as a qualified teacher from the DfE  Teaching and learning responsibility for a class of pupils, leading an agreed curriculum area  Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document
<b>Responsible to:</b>	The Headteacher, members of senior leadership team (SLT) and the governing body
<b>Supervisory responsibility:</b>	Class Team

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### **Main purpose of the job:**

- fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- meet the expectations set out in the Teachers' Standards
- undertake the teaching of SEN pupils with Education Health and Care Plans, across the range of SEN needs and ages.
- provide a quality of teaching and learning provision that can be judged to be at least good and ensures all pupils make at least good progress.
- be accountable for the attainment and progress of all pupils who are taught by the post holder.
- demonstrate a trans-disciplinary approach, working in harmony with colleagues from other disciplines e.g., Occupational Therapists, Speech Therapists and Physiotherapists to ensure a pupil centred learning experience.
- produce student SEND passports, monitor student social communication development, contribute to provision mapping and annual reviews for pupils.
- supervise and guide the work of any support staff including Teaching Assistants (TAs) and Senior Teaching Assistants (STAs) who are assigned to work with post holder's classes/pupils.
- provide pastoral support and guidance for all pupils in the post holder's care, classes or tutor group.

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### **Duties and responsibilities**

**Teaching** (in relation to teaching pupils with profound / severe / moderate learning disabilities and / or autism):.

- Contribute to the development of a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life
- Plan and sequence learning towards building sufficient knowledge and skills for future learning and employment and independent living.
- Develop individual programmes of study that are designed to help pupils to
- remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Have high aspirations and set challenging learning intentions for all pupils which takes into account prior learning and re visits any gaps in learning
- Plan for, teach and assess the assigned group of children with Profound / severe / moderate learning disabilities and / or autism.
- Plan and deliver lessons and learning materials to motivate and support all pupils to make at least good progress
- Set high expectations for pupils' wellbeing and behaviour, and ensure pupils have the tools and support required at all times to regulate and feel ok.
- Ensure pupils' attitudes to their education or training are positive, they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements

- Create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.
- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- Provide intervention activities for those pupils who need support to boost attainment/progress or who require additional challenge.
- Set work for pupils absent from school for any reason.
- Use ICT and other technologies and learning resources as learning tools to inspire and motivate pupils.
- Create an environment where every pupil's voice is heard, respected and responded to.

### **Assessment Recording and Reporting**

- Present subject matter clearly, at the appropriate level for pupils and check pupils' understanding systematically.
- Provide clear, direct feedback in an appropriate way so that it is understood by the pupil and respond and adapt teaching as necessary.
- Use assessment to help pupils embed and use knowledge fluently or to check understanding and inform teaching.
- Mark, assess and return pupils' work in line with school policy (this will usually be in the form of their learner journey and e-portfolio), providing constructive feedback with clear targets and guidance for future improvement.
- Keep high quality records to promote tracking and monitoring of student progress and wellbeing.
- Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.

### **Pastoral Responsibilities**

- Take responsibility for promoting and safeguarding the welfare of children and young persons.
- Provide enrichment opportunities for pupils' broader development, enabling them to develop and discover their interests and talents
- Be the first point of contact for parents/carers in the assigned tutor group.
- Monitor and set targets with therapy colleagues, for the social and academic progress of pupils in the tutor group.

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

### **Health, safety and behaviour**

- Promote the safety and wellbeing of pupils

- Support pupil’s wellbeing and regulation through coproduction and delivery of regulation (behaviour) plans

### Professional development

Take part in:

- the school’s appraisal procedures
- further training and development as appropriate

### Management of staff and resources

- Direct and supervise support staff assigned to them.
- Contribute to the recruitment and professional development of support staff
- Deploy resources delegated to them.
- Take part in the appraisal and professional development of others

### Working with Parents and Other Professionals

- Forge strong links with other staff, local schools and the community
- Work in a transdisciplinary way with other professionals e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist, Swimming Instructor etc and implement the programmes developed with them
- Be responsible for developing positive relationships with parents/guardians and carers and encourage their involvement in their child’s education whenever possible.

### SAFEGUARDING RECRUITMENT STATEMENT

Sherwood Park School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application, satisfactory references and an Enhanced DBS check.

#### Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

### Person Specification

	Education/Qualifications	Desirable (D)/ Essential (E)
<b>1</b>	Recognition as a qualified teacher from the Department for Children, Schools and Families	<b>E</b>
	Degree or equivalent.	
	Right to work in the UK	<b>E</b>

	Recent and successful class teaching experience	<b>E</b>
	Experience of teaching pupils with profound / severe / moderate learning disabilities and / or autism).	<b>E</b>
	<b>Abilities/Skills/Knowledge</b>	
<b>2.</b>	Knowledge of the curricula appropriate for children and young people with profound / severe / moderate learning disabilities and / or autism.	<b>E</b>
<b>3.</b>	A working knowledge of the National Curriculum and Engagement Model Assessment in order to meet the needs of the individual students.	<b>E</b>
	Knowledge of effective teaching and learning strategies for children and young people with profound / severe learning moderate disabilities and / or autism.	<b>E</b>
	Ability to adapt teaching to meet individual pupils' needs	<b>E</b>
	Ability to build effective working relationships with pupils with profound / severe / moderate learning disabilities and / or autism.	<b>E</b>
	Knowledge of guidance and requirements around safeguarding children	<b>E</b>
	Knowledge of effective wellbeing and regulation strategies to manage stress behaviour	<b>E</b>
<b>4.</b>	Ability to lead the class team and supervise, organise and deploy work to other members of staff/volunteers and to oversee and monitor the outcomes.	<b>E</b>
	Good ICT skills, particularly using ICT to support learning	<b>E</b>
<b>5.</b>	Excellent communication skills, including with students, parents and carers, other staff and external agencies	<b>E</b>
<b>6.</b>	Willingness and motivation to work as part of a transdisciplinary team	<b>E</b>
<b>7.</b>	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	<b>E</b>
<b>8.</b>	High expectations for children's attainment and progress	<b>E</b>
<b>9.</b>	Ability to work under pressure and prioritise effectively	<b>E</b>
<b>10.</b>	Commitment to maintaining confidentiality at all times	<b>E</b>
<b>11.</b>	Commitment to safeguarding and equality	<b>E</b>
<b>12.</b>	A growth mind set	<b>E</b>
<b>13.</b>	Positive and respectful at all times.	<b>E</b>