

## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Class Teacher
<b>CONTRACTED HOURS</b>	Full Time
<b>LOCATION</b>	Churchill Special Free School
<b>GRADE / SCALE POINT – SALARY</b>	MPS plus SEN
<b>REPORTING TO</b>	Headteacher

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

#### JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To provide specialist advice and support to staff and parents in relation to children and young people with significant additional needs.

To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a teacher in order to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

All teachers share in the corporate responsibility for the well-being and discipline of all students and be accountable for the achievement of the students they are teaching.

## **KEY TASKS & RESPONSIBILITIES**

### **Main Duties**

- To teach a differentiated curriculum that will enable them to achieve excellent outcomes with a form tutor responsibility.
- To ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Implement agreed school policies and guidelines;
- Support initiatives decided by the Headteacher and staff;
- Be able to set clear targets, based on prior attainment, for pupils' learning;
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- Report to parents on the development, progress and attainment of pupils;
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour and relationships policy;
- Participate in meetings which relate to the school's management, curriculum, administration or organisation;
- Communicate and co-operate with specialists from outside agencies as required;
- Lead, organise and direct support staff within the classroom;
- To contribute reports for the annual reviews.

### **Strategic**

- Liaise with subject leads in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies.
- Contribute to the whole School and other Development Plans and their implementation.
- Liaise with and advise colleagues, both teachers and teaching assistants, to impact positively on the educational progress of children with SEN across the school.
- Be involved in policy making.

### **Staff Development:**

- Take part in the school's staff development programme by participating in arrangements for further training, professional development, observations and in assessing their impact on learning;
- Engage actively in the Professional Growth process and line manage staff as required.
- Continue personal development in the relevant areas including subject knowledge, teaching methods and areas identified in Professional Growth.
- Work as a team member and contribute positively to effective working relations within the school.

### **Quality Assurance:**

- Help to implement School quality assurance procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation of the provision in line with agreed School policies and procedures, including evaluation against quality standards and

performance criteria.

- Regularly review methods of teaching and intervention programmes.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**Management of Data / Information:**

- Maintain appropriate records and provide relevant accurate and up-to-date information to any electronic systems, registers, etc. when required.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required.
- Track student progress and use information to inform teaching and learning.

**Communication:**

- Communicate effectively with the parents of students as appropriate.
- Prepare for and attend planning meetings; ensure decisions taken at these meetings are implemented.
- Provide, or contribute to oral and written assessments, reports and references relating to individual students and groups of students;
- Lead or contribute to multi-agency support for families, by liaising closely with other professionals and organisations, to establish and maintain a wide network of communications around individual children and young people and their families.
- Liaise with external agencies including the Educational Psychology service and other support agencies, medical and social services and voluntary bodies.
- Follow agreed policies for communications in the school.
- Take part in liaison activities such as Parent Evenings, Award evenings, Annual Reviews etc. liaising regularly with parents and carers.

**Personal Responsibilities:**

- Keep up to date with knowledge of SEN.
- Be aware of professional development opportunities relating to special educational needs and to provide staff with details of these opportunities where relevant.
- Play a full part in the life of the school, to support the vision, aims, objectives, values and ethos and to encourage staff and students to follow this example.
- Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation.
- Comply with the School Health & Safety policy and undertake risk assessments as appropriate.
- Be courteous to colleagues, students, visitors and telephone callers and provide a welcoming environment.
- Undertake break duties as designated on the School Rota.
- Attend calendared meetings punctually.
- Make effective use of PPA time to raise standards;
- Promote inclusion and equal opportunities.
- Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times.
- Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's Support Staff.
- Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.
- Play an active role in the full life of the school, contributing to School-wide planning activities.
- Follow all school policies and procedures.

## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

## PERSON SPECIFICATION

### Class teacher

CRITERIA	ESSENTIAL	DESIREABLE
<b>KNOWLEDGE</b>		
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Second class degree or higher</li> <li>• Relevant Teaching Qualification</li> <li>• English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</li> <li>• ICT QTS accreditation test level or European Computer Driving License (ECDL)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children with Special educational needs especially those with speech, language and communication difficulties or those on the Autistic spectrum, this may be in a mainstream environment</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s);</li> <li>• Evidence of effective team working.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with SEND children in a primary/secondary educational setting.</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Ability to read and understand instructions</li> <li>• Ability to complete basic paperwork</li> </ul>	
<b>Organisational</b>		<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>
<b>Key Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Positive disposition to implementing the Schools' educational vision;</li> </ul>	
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• Able to develop genuine, empathetic relationships with young people</li> <li>• High personal standards in terms of attendance, punctuality and meeting deadlines</li> <li>• High level of personal organisation skills</li> <li>• Good communication skills, both written and spoken</li> <li>• Solution focused disposition and a positive attitude particularly to challenge and change</li> <li>• Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</li> <li>• Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education</li> </ul>	

	<ul style="list-style-type: none"><li>• Able to work as part of a broader inclusion and pupil support system</li><li>• Ability to work as a team player and supportive of team working</li><li>• Ability and willingness to develop own understanding and capability through advice and training</li><li>• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</li><li>• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</li></ul>	
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