

**Role:**

## **Class Teacher**

**Accountable to:**

Headteacher

**Main Objectives:**

To deliver high quality teaching and learning to students at Moorcroft School. All teachers work within the statutory conditions of employment set out in the School Teachers Pay and Conditions Document. The post requires the post holder to teach any age range or ability within the school as directed by the Headteacher.



## **1. Main Duties**

- a. Setting aims and objectives for each student in line with the school's curriculum ethos, offering individual broad and balanced learning opportunities
- b. Maintaining each student's Record of Achievement portfolio
- c. Assessing children's progress in line with the academy/school guidelines
- d. Lead, supervise and co-ordinate the work of any support staff, volunteers or students who are assigned to work with the post holder's pupils
- e. Monitoring, evaluating and re-setting aims and objectives for students on a regular basis
- f. Attending meetings relevant to individuals within the class
- g. Liaising with other schools and agencies and promoting a multi-professional approach to the education of students within the school
- h. Have a working knowledge of the school's and academy's aims and objectives and be prepared to make a contribution to the development of the curriculum
- i. Work closely with parents in providing support in meeting the educational needs of the students
- j. Promote the well-being of all students and ensure that all staff assigned to them work in a safe, stimulating and well-organised environment
- k. Participate in performance management/staff development programmes and arrangements for CPD as facilitated by the school/Academy Trust
- l. Lead assemblies as required
- m. Have a good working knowledge of the main responsibilities and priorities for your team

## **2. Health and Safety**

- a. Be aware of and comply with policies and procedures relating to safeguarding, health and safety; confidentiality; e-safety and data protection and report all concerns to the post holder's Line Manager

## **3. Managing and developing staff and other adults**

- a. Act as team leader implementing the school's performance management policy for teaching assistance.
- b. Establish clear expectations and constructive working relationships with staff
- c. Develop team work and mutual support
- d. Evaluate practice
- e. Contribute to in-service training and professional development

**4. Managing own performance and development:**

- a. Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- b. Achieve challenging professional goals.
- c. Take responsibility for own continuing professional development.

**5. Whole School Duties and Responsibilities**

- a. Formulating the aims and objectives of the school
- b. Establishing the policies through which they shall be achieved.
- c. Leading and supporting staff to meet the needs of each student.
- d. Managing resources
- e. Monitoring and evaluating achievement
- f. Planning for improvement
- g. To fulfil a leading role in the support of student's staff and parents (with emphasis on those students with additional physical and sensory needs).

**6. Subject / Aspect Leadership**

In addition to a full teaching timetable, each teacher is required to:

- a. Lead the development of a specific curriculum subject or aspect of provision.
- b. Make a constructive contribution to a Learning Team for a specific subject and / or aspect.

**7. DBS**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the Eden Academy Trust's pre-employment checks.

The Eden Academy is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment. The post holder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote them in all aspects of their work.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may, from time to time, be necessary.

## PERSON SPECIFICATION

### Class Teacher

*E = Essential*

*D = Desirable*

*How identified: Application Form = (AF); Interview = (I); References = (R) Task = (T)*

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#### **Qualifications and Knowledge**

1. Qualified Teacher Status (E) - (AF)
  2. Successful experience of teaching children with special educational needs in a mainstream or special school setting (E) - (AF) (I) (R)
  3. A qualification in teaching pupils with special educational needs, either as part of a B.Ed. or an Advanced Diploma/Higher Degree (D) – (AF)
  4. Functional knowledge of a sign-supporting communication system e.g. Signalong (D) - (AF)(I)
  5. Knowledge of curriculum content and teaching strategies appropriate to students with severe and moderate learning disabilities, including autistic spectrum disorder and the implications of the National Curriculum for these pupils (D) – (AF) (I) (R)
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#### **Experience**

1. Experience of effective classroom organisation - staff, resources, and time. (E) – (I) (R)
2. Experience in relevant assessment, planning and recording. (E) – (I) (R)
3. Experience of successfully working with a range of pupils with severe learning disabilities, including autistic spectrum disorders in a teaching capacity (E) – (AF) (I) (R)
4. Experience of working with students within the 11-19 age range. (E) – (AF) (I)
5. Experience in writing Educational Reports for Annual Reviews of Statements of Special Educational Needs, and other reports. (D) – (AF) (I) (R)

#### **Personal Characteristics**

1. Ability to work constructively and flexibly as part of a team. (E) – (AF) (R)
2. Ability to work co-operatively with professionals from other disciplines and in other school. (E) – (AF) (R)
3. Ability to relate well to parents. (E) - (I)
4. Ability to relate well to pupils and to respond appropriately to a wide range of needs. (E) (I)
5. Ability to deal sensitively with challenging behaviour. (E) – (I)
6. Adaptability to learn new techniques and skills, and willingness to attend appropriate courses. (E) – (AF) (I)
7. A willingness to contribute to the wider life of the school, to organise events and conduct meetings. (E) – (I) (R)
8. Fitness to meet the intellectual, physical, and emotional stresses of the job. (E) – (I) (R)
9. A commitment to equal opportunities. (E) – (AF) (I)

10. A good sense of humour! (E) – (I)
11. A commitment to child-centred approaches (D) – (AF) (I)
12. An enthusiasm for teaching children and the ability to do so in imaginative and creative ways (E) – (AF) (I)