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# Job description: Class Teacher

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## Job details

<b>School:</b>	Heritage House School
<b>Salary / grade:</b>	MPS + SEN
<b>Hours:</b>	Full-time/Part-time (both considered)
<b>Contract type:</b>	Permanent
<b>Responsible to:</b>	Headteacher

## Main purpose

- Ensure the highest possible standards of teaching and learning for a group of learners
- Lead and manage a class team and ensure the safety and well-being of children and colleagues

## Duties, responsibilities & key tasks

### A Set high expectations which inspire, motivate and challenge learners

- establish a safe and stimulating environment for learners, rooted in mutual respect
- set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.

### B Promote good progress and outcomes by learners

- be accountable for learners' attainment, progress and outcomes
- be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these
- guide learners to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how learners learn in the early years and how this impacts on teaching
- encourage learners to develop the characteristics for effective learning and to take a responsible and conscientious attitude to their own work and study.

### C Demonstrate good subject and curriculum knowledge

- have a secure knowledge of subject and curriculum areas in the Early Years Foundation Stage, foster and maintain learners' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the early years foundation stage

- demonstrate an understanding of and take responsibility for promoting high standards across the curriculum
- demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate mathematics teaching strategies.

#### **D Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the early years foundation stage

#### **E Adapt teaching to respond to the strengths and needs of all learners**

- know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
- have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development
- have a clear understanding of the needs of all learners and be able to use and evaluate distinctive teaching approaches to engage and support them

#### **F Make accurate and productive use of assessment**

- know and understand how to assess agreed subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure learners' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give learners regular feedback and encourage learners to respond to the feedback

#### **G Manage behaviour effectively to ensure a good and safe learning environment**

- Create a safe, supportive learning environment where learners thrive
- Be involved in managing and updating stress reduction plans for individuals and ensure these are actively used throughout the school day
- Understand 'stress' triggers for learners using de-escalation techniques.
- Involve learners in managing their own stress triggers following individual stress reduction plans
- Has an understanding of behaviour and what may contribute to behaviours of concern, and can support learners in managing their stress'

## Wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- contribute to the professional leadership of a department team and in the school in general
- draw on advice and specialist support from colleagues and outside agencies as required
- contribute to the continuing development of Heritage House as a community school and the education of others in the diversity and difference within the world
- ensure daily communication with parents and provide support and advice to parents as required
- deploy learning support staff effectively in the classroom to support learners' learning, achievement and progress
- lead and manage appraisal arrangements for learning support colleagues
- communicate regularly and effectively with parents with regard to learners' achievements, progress and well-being
- maintain records of learners' progress, achievement and progress, including Learning Journals / Records of Achievement and Developmental Journals
- prepare an annual report of learners' achievements across all curriculum areas
- prepare a yearly Educational Report and Individual Education Plan / review annually Educational, Health and Care Plans for Annual Reviews of Statements of Special Educational Needs
- participate in Annual Review meetings
- provide professional leadership in the development of individual education plans, care plans, behaviour plans and personal care programmes and ensure that these, together with therapy plans, are integrated into learners' learning programmes
- act as a critical friend in the development of teaching and learning standards with others
- moderate with colleagues judgements relating to standards of learners' attainment across the curriculum in order to contribute to the robustness of the school's judgements about learners' progress
- review and develop with colleagues resource needs across the curriculum
- lead and participate in school assemblies
- participate in developing and implementing the School Improvement Plan
- support and assist volunteers and those on work experience in the school

## Further Duties

**Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.**

The content of this job description will be reviewed with the post holder on an annual basis in line with the Heritage House's performance and development policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

## HEALTH AND SAFETY

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and report all concerns to the Headteacher(or delegated member of staff)

## DISCLOSURE AND BARRING SERVICE

- 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 Buckinghamshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

## WORKING ENVIRONMENT

- The work of the Class teacher is school based but may require attendance at meetings and training in different locations

## ACCOUNTABILITY

- Directly accountable to the Phase Leader and Leadership Team

## Notes

- This job description may be amended at any time in consultation with the postholder.

**Last review date:** February 2024

**Next review date:** February 2025

**Headteacher - line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Person Specification

## Class Teacher

### 1. Qualifications and Experience

1.1	Appropriate teaching qualification
1.2	Qualified Teacher Status (QTS/QTLS) with evidence of further professional development in the education of learners with complex learning difficulties including those with severe and profound learning difficulties, Autistic Spectrum Disorders and associated behavior, PMLD
1.3	Evidence of personal and professional development
1.4	Outstanding classroom practice in a special school
1.5	Proven ability to set and achieve targets by being consistently focused on achieving high educational standards
1.6	Ability to articulate a clear vision and philosophy of education
1.7	Sound understanding of SEN curriculum
1.8	Knowledge and experience of working with learners from 2-13 age range
1.9	Experience in Early Years settings

### 2. Skills and Personal Qualities

2.1	Excellent teaching skills
2.2	The ability to set and monitor targets to maximise learner progress
2.3	The ability to lead staff in effective behavior support
2.4	High personal and professional standards
2.5	Excellent interpersonal and communication skills
2.6	The resilience to manage one's own work pressures and the capacity to manage effectively the work of others
2.7	The capacity to inspire and motivate others – both adults and learners
2.8	Enthusiasm, flexibility and maturity of approach
2.9	Passionate about children, young people, teaching and learning