**Meadowfield School Job Description**

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| **Job Title** | Class Teacher |
| **Responsible to** | Executive Principal, Principal, Governors and appropriate personnel as defined within the school leadership and management structures |
| **Salary** | MPS/ UPS depending on experience  SEN1/SEN 2 depending on experience |
| **Responsible for** | To plan, deliver and assess, within the context of the school’s curriculum framework and school improvement plan, an appropriate curriculum for the pupils of Meadowfield School  To oversee the class team, including Seniors Teaching Assistant, Teaching Assistants and Midday Meals Assistants. |
| **Conditions** | Teacher Terms and Conditions |

**Job Context:**

Meadowfield School, identified as being outstanding in all areas by Ofsted, is the District Special School for Swale meeting the needs of pupils with profound, severe and complex special needs (PSCN). Meadowfield School has just under 400 pupils aged 3 – 19 including satellite provisions in mainstream settings.

**Job Purpose:**

To ensure the curriculum is:

* Broad and balanced and meets the declared aims of the school.
* Is appropriate to the individual learning needs of the pupils.
* Is responsive to the equalities policies of the school.
* Is within the timetable framework as planned by the leadership of the school, which will reflect national and local requirements.
* Inclusive and develops children’s learning and preparation for adulthood
* Promotes spiritual, moral, cultural and physical development.
* Promotes **British Values,** **PREVENT** and School based values

**Assessment, Reporting and Recording:**

* To provide ongoing assessment of student’s progress in line with school procedures and practice.
* To maintain a high quality of teaching by ensuring consistent monitoring and evaluation of own practice.
* To provide reports on student’s progress annually and as required by school leadership, which meet both statutory and school requirements.

**Learning and Teaching:**

* To undertake a full teaching commitment within a class and across the key stages as required.
* To plan for children’s differentiated learning within the school’s planning framework using a variety of approaches and strategies.
* To maintain a positive approach to the management of behavior in keeping with the ethos promoted in the school’s policy on positive behavior.
* To ensure that positive, trusting and supportive working relationships between pupils, parents/carers and colleagues are maintained.
* To manage, motivate, develop and support staff with the aim of effective delivery of the curriculum to pupils.
* To maintain an organised classroom environment suitable to the learning needs of the pupils and to contribute to display across the school with reference to the display policy.
* To maintain and develop appropriate and adequate resources for teaching.
* To ensure the health and safety of staff and pupils in accordance with school practice and policy.

**Parents and other agencies:**

* To have a positive approach to involving parents and carers in their child’s education.
* To provide parents and other with detailed information about their child’s progress as required.
* To engage parents in partnerships that will enhance the pupils’ cognitive, emotional, and social development.
* To liaise with parents, carers and support services as appropriate and in consultation with the Principal.
* To actively work within the safeguarding policy and practice of the school.
* To work in partnership with school based support services such as therapists.

**School Development:**

* To work within and towards the framework of the National Standards for Teachers.
* To lead on an area of the curriculum to be agreed with the school in line with school needs.
* To contribute actively in whole school and curriculum development within the context of the school improvement plan.
* To participate in continuing professional development.
* To keep abreast of general and national curriculum initiatives.
* To participate in working parties for the development, maintenance and evaluation of specific curriculum areas.
* To provide advice, assistance and guidance for staff as required.
* To keep staff and governors informed of development.

**Other**

* Undertake other duties as may be required by the Principal which are commensurate with the job.
* Willingness to work in any teaching role across the school as seen fit by the Principal.
* To supervise and teach any pupils whose teacher is absent and for whom alternative cover has not been obtained.
* To work with and give appropriate guidance to students, volunteers etc and to contribute to the writing of progress reports etc on them.
* To carry out duties as described within the School Teachers’ Pay and Conditions Document.
* To be responsible for the leadership of a class team.
* Contribute to whole school events as and when required
* Promote and maintain the standards of the school’s commitment to safeguarding children
* Be aware of the schools’ duty of care in relations to staff, pupils/students and visitors and at all times carry our duties with due regard to the school’s health and safety policy
* Be aware of and comply with the codes of conduct, policies and practicesof Meadowfield School and its commitment to equal opportunities
* Participate in continuing professional development

**Safeguarding Responsibilities:**

* To understand the role and responsibilities of all staff in the safeguarding of children in the School and in providing a safe environment in which children can learn
* To understand and meet the responsibilities as set out in the latest edition of Keeping Children Safe in Education
* To engage in and complete all training in regards to safeguarding and ensure school policy and practice is followed

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with KCC’s Equal Opportunities Policy.

***Note:***

This job description sets out the main duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

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| Name: |  |
| Signature: |  |
| Date: |  |

**Person Specification**

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

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|  | **CRITERIA** | **Desirable/**  **Essential** | **Assessed at**  **Application/**  **Interview/Test** |
| Qualifications | Qualified Teacher with Qualified Teacher Status | E | A |
| Evidence of relevant and up-to-date CPD and commitment to further professional development | D | A/I |
| Experience | A track record of successful teaching experience | E | A/I/T |
| Successful experience of teaching and supporting children and/or young people with special needs | E | A/I/T |
| Experience of working in both mainstream and special needs settings (at EY, primary and secondary) | D | A/I |
| Experience of monitoring and evaluating classroom/pre-school practice and the quality of learning and teaching | E | A/I |
| Experience of training and supporting staff resulting in improved practitioner confidence and skill as well as improved outcomes for pupils | D | A/I |
| Experience of successfully leading at a strategic level | D | A/I |
| Experience of managing and delivering a highly personalised curriculum | E | A/I |
| Experience of working with a range of associated professionals and external agencies | D | A/I |
| Successful experience of developing and leading training courses for parents, carers and professionals | D | A/I |
| Knowledge and Skills | Knowledge of curriculum requirements | E | A/I |
| Knowledge of effective teaching strategies | E | A/I/T |
| An understanding and experience of promoting positive mental health | E | A/I |
| An understanding of how to support pupils in developing their engagement in learning as well as their resilience | E | A/I |
| An understanding of how to identify and intervene early to support pupils where barriers to learning exist | E | A/I |
| An understanding of factors that put children at risk as well as factors that make children more resilient | E | A/I |
| An understanding of interventions and strategies to promote engagement and learning | E | A/I |
| An understanding of and commitment to child protection and safeguarding issues and legislation and of the relevant school policies and procedures | E | A/I |
| A knowledge of current educational legislation, policy and guidance | E | A/I |
| Knowledge and understanding of promoting British Values | E | A/I |
| A current knowledge of relevant statutory and regulatory guidance with regard to provision for all pupils and especially those with SEND | E | A/I |
| A knowledge and understanding of measures to assess pupil progress for young people with special educational needs | E | A/I |
| A knowledge and understanding of how technology may support the learning of young people with special educational needs | E | A/I |
| Emotional intelligence, interpersonal and communication skills to enable successful team working and the development of teaching, support staff and other professionals | E | A/I |
|  | An understanding of commitment to the value of inclusive practice for the development of young people with special educational needs within and beyond the classroom | E | A/I |
| Abilities | An ability to work closely and in a supportive way with parents and carers to support their children’s behaviour and mental health | E | A/I |
| Evidence of the ability to gain and maintain the confidence and respect of colleagues, parents, carers, governors and external partners and to be a role model for colleagues and pupils | E | A/I |
| High quality communication skills, both verbally and in writing | E | A/I |
| Ability to analyse and interpret data | E | A/I |
| Ability to work effectively under pressure, plan, prioritise and meet deadlines | E | A/I |
| Ability to support and lead consistently with flexibility, sensitivity, tact, fairness, integrity, warmth and openness and to demonstrate confidentiality as required | E | A/I |
| Ability to lead and manage decisively with a collaborative ethos | E | A/I |
| Understanding of personal strengths and areas for development in self and others and how this knowledge may impact on practice | E | A/I |
|  | The ability to represent, market and be an advocate for the school and outreach service to external stakeholders and the community | E | A/I |
| Behaviours and Attributes | High expectations for all pupils | E | A/I |
| Commitment to school ethos and values | E | A/I |
| Commitment to continuous improvement | E | A/I |
| Equal Opportunities | A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all young people - particularly the protected characteristics under the Equality Act of 2010 - and to the removal of barriers to achieving equal access and to maximising success. | E | A/I |