

Stone Bay School



Class Teacher Job Description and Person Specification

Welcome

Welcome and thank you for considering applying for a position at our school and becoming part of our team.

We specialise in providing both day and residential education for pupils aged 4 to 19 years who have a diagnosis of ASD, along with severe and complex learning needs. We currently provide for 112 pupils.

Our school is situated on Stone Bay in Broadstairs in a beautiful Victorian building overlooking the sea. The local coastal environment provides many unique and enjoyable learning opportunities for our pupils.

We believe that every pupil is entitled to the very best possible education, delivered in an environment that is safe, caring and happy. We use an innovative and personalised curriculum which meets the needs of all pupils with a strong focus on communication, engagement and independence.

At Stone Bay School every staff member is involved in ensuring we provide a nurturing learning environment where all our pupils can achieve their full potential and move on to lead happy and fulfilling lives. I would encourage you to come and visit if you want to learn more about us.

We look forward to receiving your application.



Jane Hatwell
Headteacher

Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

Our Vision Story

Every day we believe we can climb mountains.



We are taking everyone with us.

It will be an adventure.

We are excited for this ambitious journey to the summit!

Carefully we plan what we need to make this journey a success.

We are making sure everyone has what they need.

So much will be learnt as we navigate the route together.

Look, there is the beacon ahead – it seems a long way off!

We encourage each other to keep going.

There is a steep incline, our safety first!

Hold on to the guide ropes we link together with trust.

There is a fast-flowing stream, look for the stepping stones! We will find our way.



There are so many different paths to take.

What will we discover?

What will we find?

What will we take with us and keep forever?

Our curiosity grows.

We gain confidence with each step, feeling braver and stronger,



Wow, we can do it now, we are so proud, let's celebrate!

We will always remember this journey and the friendships along the way.

We are ready now to climb the next mountain.

It's even bigger – we can't wait as now we know what is possible.

Class Teacher

Salary:	MPS/UPS + SEN Allowance
Hours:	Full Time
Contract type:	FIXED TERM CONTRACT (Maternity Cover)
Reporting to:	Deputy Headteacher / Headteacher

Key Responsibilities

Class

1. Ensure that pupils are provided with access to a broad and balanced curriculum taking account of the schools' own curriculum documents and the requirements of the National Curriculum.
2. Be responsible for the day-to-day organisation and timetabling of his/her class.
3. Prepare teaching programmes, activities and schemes of work for individual pupils and groups.
4. Ensure that teaching programmes are supported by clear aims and objectives.
5. Initiate and review records, reports, assessments and statements as appropriate for pupils within his/her class and department.
6. Take responsibility for the pastoral care and welfare of pupils within his/her class. He/she will be responsible for safeguarding the health and safety of pupils in his/her care. Such responsibility includes the requirement to physically intervene to prevent injury to pupils or staff or to prevent serious damage to property.
7. Contribute towards the processes involved in providing a consistent approach to the behaviour management of individual pupils within the school/residential provision.
8. Ensure that parents are properly consulted and kept in close touch with their child's progress and development at school. Liaise appropriately with professionals involved with students in his/her class.

9. Maintain a robust assessment and monitoring system in line with the school's requirements.
10. Liaise with other key school staff regarding the health and welfare of students in his/her class.
11. Ensure in all situations a collaborative team approach in working with learning support assistants, residential staff and other professionals.
12. Give due consideration and active support for integration initiatives taking place within the school. Teach and support pupils in negotiated mainstream settings where necessary.
13. Take responsibility for curriculum co-ordination of a specific subject or subjects.
14. Participate in arrangements for his/her further training and professional development as a teacher.
15. Participate in any arrangements within an agreed national or county framework for professional development and review.

School

1. To take part in meetings related to curriculum development, school/residential liaison and general staff issues.
2. Perform other duties which may be negotiated by the Deputy Headteacher/Head Teacher.
3. Liaise with advisory teachers, therapists, educational psychologists and other professionals as necessary.
4. To become involved in the wider school community through whole school events and activities

Staff Development Days: Attendance Requirements

The School allocates 5 days per year for the purpose of School improvement through School/staff development. The requirement to attend Staff Development Days is incorporated into the contracts of all directly employed staff. This includes mandatory training, as detailed below, and core training.

Core training includes such courses as Autism Awareness, Behaviour Management, Makaton, First Aid etc.

Mandatory training

Proact-SCIPr-UK® training and Child Protection training are included as an integral part of Staff Development Days throughout the year. The requirements for this mandatory training are:

- Proact-SCIPr-UK®: All staff to attend a course every year linked to their role.
- Safeguarding / Child Protection: All staff to attend a refresher course every year.

Additional mandatory and core training events will be arranged for new staff as required.

This job description describes in general terms, the normal duties which the postholder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with the post or its grade.

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Class Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Class Teacher Person Specification

Specification	Essential	Desirable
Education and Training	• Recognised QTS • Evidence of commitment to own continuing professional development	• Additional ASD / SEN Training
Experience		• Experience of teaching in the 4 -11 age range. Successful experience in a leadership and management role • Knowledge and experience of teaching pupils with ASD and Severe or Complex Learning Difficulties • Experience of managing a team of classroom assistants Experience of working with school governors • Experience of working with a range of professional partners
Skills and knowledge	• Excellent written and verbal communication skills and an ability to work effectively with schools, parents, young people and other agencies. • Ability to differentiate and plan for a range of needs • Ability to work as part of a collaborative team • Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibility of schools and other agencies • Knowledge of barriers to learning for pupils with ASD	• An interest in furthering their knowledge of autism and associated social and communication difficulties. • Knowledge and experience of curriculum development and implementation. • Knowledge of a range of different teaching strategies to support learners with ASD.
Personal qualities	• Ability to build effective working relationships • Ability to manage own workload and maintain work/ life balance • Sense of humour, stamina and persistence • A proactive approach to managing change	