

Fortis Trust – Job Description

POST TITLE

EYFS/KS1/KS2 Primary Complex Needs Practitioner

RESPONSIBLE TO

1. Vice Principal
2. Assistant Principal
3. Head of Primary

PURPOSE OF JOB

- EYFS/KS1/KS2 Primary Complex Needs Practitioner, under the direction of the Primary Engagement Support Lead, Associate Assistant Principal, Assistant Principal: Complex and Vice Principals will take a leading role in:
- Planning and teaching challenging, well organised lessons and sequences of lessons which reflect the wide range of special needs of EYFS/KS1/KS2 students and foster independent learning where appropriate
- Further developing a differentiated personalised curriculum for the assigned age-group /stage and working to support students' individual statemented objectives.
- Working closely with other Primary Teachers to ensure consistency of provision for the children.
- Contributing to the development of the current EYFS/KS1&2 ASD Primary Provision.
- Assist Primary ESL and AP in further developing Complex ASD Teaching & Learning;
- Actively contributing to Academy Improvement.
- Maintaining good order and discipline among the students, safeguarding their well-being.
- Supervising and directing the work of classroom assistants relevant to the allocated class or group.
- Establishing, developing and implementing an appropriate EYFS/KS1/KS2 Curriculum which meets the social, emotional and academic needs of all students.
- Ensuring regular monitoring and assessment EYFS/KS1/KS2 children in line with the academy and statutory requirements for Assessment/Recording/Reporting of EYFS, KS1 and KS2.
- Will monitor and report on student progression and attainment.
- Will ensure students receive appropriate regular feedback and work is marked in line with the academy marking policy.
- Will provide feedback to parents / carers on the progress made by their child.

1. APPLICABLE CONTRACT TERMS AND DUTIES

- 1.1 This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document [2019] and within the range of teachers' duties set out in that document as are relevant to the post holder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England & Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment, copies of which are available on request.

2. RELATIONSHIPS

- 2.1 To regularly liaise with the Primary ESL, the Associate Assistant Principal, and Members of the Primary Teaching and Support Staff in order to inform the development of the Primary Provision, the curriculum and to support students' needs.
- 2.2 To regularly liaise with support staff/teaching assistants to share plan and prepare for lessons.
- 2.4 Establishing and developing links with Inter-Agency Teams with the purpose of supporting students and parents/carers.
- 2.5 The post holder is responsible for the supervision of the work of Teaching Assistants and other assistants relevant to their responsibilities, and for maintaining efficient working relationships with all students and staff in the trust, and with the Local Authority, parents, governors and all visitors to the academy.
- 2.6 The post holder is responsible to the Primary ESL, Associate Assistant Principal for the Learning Community, Assistant Principal: Complex and Vice Principals for their academic and pastoral duties, responsibilities and tasks.
- 2.7 Develop effective relationships with fellow professionals.
- 2.8 Build positive relationships with all members of the academy community, showing positive attitudes.

3. DUTIES AND RESPONSIBILITIES

Qualities and Knowledge

- 3.1 To ensure the effective communication of Bradfields Academy's and Fortis Trust's philosophy, aims and policies to staff, students and outside agencies.
- 3.2 Support with the day to day leadership and management of the subject department.
- 3.3 To plan and teach challenging, well organised lessons and sequences of lessons that:
- are informed by relevant and up to date subject, curriculum and pedagogical knowledge
 - reflect the wide range of special needs of all students in EYFS/KS1/KS2 and foster independent learning where appropriate

- use a range of teaching and learning strategies and age and stage appropriate resources adapted to students' needs effectively
 - take account of prior learning and attainment of those they teach and underpin sustained progress and effective transitions
 - to plan for and deliver quality lessons in general subjects, literacy and numeracy in line with academy planning
 - to identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
 - to support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvements and become successful independent learners
- 3.4 To ensure expected standards of teaching and learning within the Primary provision are maintained and further enhanced.
- 3.5 Contributing to the implementation of an appropriately challenging curriculum which meets the social, emotional and academic needs of all students.
- 3.6 To promote the whole trust approach to Literacy, Numeracy, ICT, PSHCE and Children's Rights and Britishness across the curriculum.
- 3.7 To promote the whole trust approach to 'Positive Tutoring' through Character Strengths & iP initiatives.
- 3.8 To promote and maintain the whole trust approach to high levels of behaviour and care through the 'Behaviour and Attitude to Learning' initiative.
- 3.9 To use classroom displays as a reflection of students' work in progress and an acknowledgement of achievement as well as for information.
- 3.10 To further drive forwards and raise the profile of the subject based careers links and developments in line with the Gatsby benchmarks; STEAM opportunities and extra-curricular activities.
- 3.11 To control and oversee the use and storage of teaching materials and equipment provided for class usage.
- 3.12 To support student transition issues between our KS2/Feeder Schools/ Years 7-9 Lower Site.
- 3.13 To lead on the development/delivery of extra-curricular opportunities.
- 3.14 To have a full understanding of the BATL system and Character Strengths tracking.

Students and Staff

- 3.15 To maintain good order and discipline among the students, safeguarding their well-being.
- 3.16 To be aware of and regularly refer to students IPSPs to ensure they are fully supported.
- 3.17 To liaise with all staff in other subject areas/key stages and across the academy.

- 3.18 Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- 3.19 Ensure excellent standards of teaching within the academy, including support of teaching through the provision of support for teaching staff with behaviour management, and student engagement in learning.
- 3.20 To contribute to a culture of sharing best practise through a variety of methods.
- 3.21 To administer and participate in assemblies, pastoral activities and academy events such as option evenings.
- 3.22 To use classroom displays as a reflection of students' work in progress and an acknowledgement of achievement as well as for information.
- 3.23 To work in partnership with other staff to ensure there is continuity in the performance of educational and care practices as students move between classes, communities and across Key Stages.
- 3.24 To plan opportunities to develop the social, emotional and cultural aspects of students' learning and take account of diversity, promote equality and inclusion in line with British values.
- 3.25 To ensure all of department team are aware of and regularly refer to students IPSPs to ensure they are fully supported.
- 3.26 Hold all staff to account for their professional conduct and practice.
- 3.27 To participate in arrangements made by the Principal for the appraisal of his/her own performance and that of their team members, through Performance Management & Performance Related Pay.
- 3.28 To promote equal opportunities within the academy, including the policy for racial equality and diversity, and to seek to ensure the implementation of the Academy's equal opportunities policy, which may include participation in outreach links with other schools/academies in accordance with the Academy's policy on inclusion.
- 3.29 To foster the spiritual development of children as part of their personal development.

Systems and Processes

- 3.30 Ensure that the academy's systems, organisation and processes are followed consistently and to a high standard.
- 3.31 To maintain care, control and discipline in accordance with the rules and systems of the trust.
- 3.32 To adhere and promote whole academy policies and procedures.
- 3.33 To engage with subject departments in continuing to meet the Subject specific Quality Mark criteria to help maintain and further enhance Quality Mark status.
- 3.34 To contribute to meetings, discussions and management systems necessary to co-ordinate the work of the academy as a whole.
- 3.35 To monitor and report to parents/carers on the progress of students.

- 3.36 To assess record and analyse student achievement and progression in accordance with arrangements agreed within the trust and by reference to the provisions contained in student's EHCPs and annual review reports.
- 3.37 To support the Subject Leader(s) with the whole academy debate and development of a curriculum area(s).
- 3.38 To organise, monitor and evaluate effective student data collection in relation to progress, attainment, examination results, incidents, and monitor the reporting procedures to ensure contributions from the Department Team are both accurate and appropriate.
- 3.39 To support the Subject Leader(s) with the whole academy debate and development of a curriculum area(s). To work in direct partnership with ESL's in respect of the BATL initiative to ensure behaviours are resolved and best practice established.
- 3.40 To assess, record and analyse student achievement and progression in accordance with arrangements agreed within the trust and by reference to the provisions contained in student's EHCPs and annual review reports.
- 3.41 To have an overview of the curriculum and responsibility for sharing and disseminating information.
- 3.42 To mark class or group attendance registers and monitor BATL incidents across the department.
- 3.43 Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing exemplary behaviour in line with the policies of the Trust.

The Self-Improving Academy System

- 3.44 Planning opportunities to develop the social, emotional and cultural aspects of students' learning and take account of diversity, promote equality and inclusion in line with British values.
- 3.45 To ensure regular monitoring and assessment of students in line with the trust and statutory requirements for assessment / recording / reporting.
- 3.46 Ensure clear targeted actions are taken to address and support student subject underperformance and that progress is monitored.
- 3.47 To attend Department meetings, Parent/Carer Evenings and Feedback days, Pastoral Review Day, training sessions, INSETs and twilight sessions.
- 3.48 To assist with Student Annual Review of EHCPs through effective communication of data and information.
- 3.49 To assist with leading the Extended Day opportunities.
- 3.50 To liaise with all staff in other subject areas and academy sections.
- 3.51 To take an active role in relevant Subject Department and Learning Community Reviews supporting our continued focus on development and improvement.
- 3.52 To promote equal opportunities within the academy and trust including the policy for racial equality and diversity, and to seek to ensure the implementation of the

Academy's equal opportunities policy, which may include participation in outreach links with other schools/academies in accordance with the academy's policy on inclusion.

- 3.53 Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Training

- 3.54 Undergo training to develop and maintain the knowledge and skills required to carry out the role to a high standard.
- 3.55 Undergo yearly Safeguarding, FGM, Prevent and other relevant training and updates as required by the Local Authority.
- 3.56 To take responsibility for enhancing your own professional development through the pursuit of qualifications and trainings relevant to the role.
- 3.57 To actively contribute to the Academy's PfM/PRP practice.
- 3.58 To support in the training of all staff where a need has been identified and to participate personally where appropriate.
- 3.59 will provide teaching assistants with feedback, coaching and support for their professional develop, as required
- 3.60 To act upon advice and feedback and be open to coaching and mentoring.

4. COMMUNICATION AND CONSULTATION

- 4.1 To promote and foster good relationships and effective liaison with parents/carers for all aspects of their children's education – academic, social and emotional to support student progress.
- 4.2 To monitor and report to parents and carers on the progress of students.
- 4.3 To promote and foster good relationships and effective liaison with other Trust Staff to support student progress.
- 4.4 To lead training and share best practice, as required.
- 4.5 To promote good relationships and effective liaison with all the appropriate external agency professionals involved with the Trust.
- 4.6 To promote goodwill and positive public relations with individuals and groups in the local area and the wider community.
- 4.7 To maintain records, attend case conferences and liaise with special needs support services and other outside agencies, as required, with regard to individual students.

5. OTHER RESPONSIBILITIES

- 5.1 To carry out any other 'reasonable' duties as designated by the Principal.
- 5.2 To carry out duties as contained in School Teachers' Pay & Conditions Document [2019] & Teacher Standards.

6. NEGOTIATED RESPONSIBILITIES

- 6.1 The following responsibilities have been negotiated and agreed by Miss Sweetlove (Principal) and the post holder. These may be re-negotiated or amended by either side, according to the needs of the Trust.
- 6.2 To teach Primary Complex ASD students in EYFS / Key Stage 1/ Key Stage 2 at Bradfields Academy Trust, and to have pastoral responsibility for all students in his/her Tutor Group.
- 6.4 To be a member of the Primary Team and to attend all appropriate primary, academy and trust meetings and events.
- 6.5 To assist the designated Subject Leader(s) with the development of their curriculum subject(s) at Bradfields Academy, Fortis Trust.

Notes:

This job description may be amended at any time in consultation with the post holder.

Next Review Date:

Principal's signature:

Date:

Post holder's name:

Post holder's signature:

Date:
