|  |  |
| --- | --- |
| **Job Title:** | **Class Teacher** |
| **Responsible to:** | **Deputy Headteacher and Headteacher** |
| **Salary scale:** | **MPS/UPS Plus SEN Allowance** |
| **Weeks and hours of working** |  |

# School Mission Statement.

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive**, **caring** and **safe**.

Our goal is to develop our students to become:

* **Successful** Learners.
* As **independent** as possible.
* **Confident** individuals and self-advocates.
* **Effective** communicators and **contributors**.
* **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

# 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

PERSON SPECIFICATION

|  |  |  |
| --- | --- | --- |
| **Qualifications.** | Essential. | Desirable. |
| Qualified Teacher Status | **√** |  |
| Additional ASD/SEN Training |  | **√** |
| **Experience.** | Essential. | Desirable. |
| Experience of teaching pupils with ASD |  | **√** |
| Experience of managing a team of classroom assistants |  | **√** |
| Experience of working with a range of professional partners |  | **√** |
| **Skills and Abilities** | Essential. | Desirable. |
| 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 | **√** |  |
| An interest in furthering their knowledge of autism and associated social and communication difficulties. |  | **√** |
| Knowledge and experience of curriculum development and implementation. |  | **√** |
| **Knowledge.** | Essential. | Desirable. |
| 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 | **√** |  |
| Knowledge of a range of different teaching strategies to support learners with ASD. |  | **√** |
| **Other Requirements.** | Essential. | Desirable. |
| Demonstrable commitment to valuing diversity through supporting our Mission Statement | **√** |  |
| A sense of humour | **√** |  |
| A high level of emotional resilience | **√** |  |

## 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 it’s grade.