

**Class Teacher (SEND/Inclusion) + SEN Allowance Job Description**

**Job Purpose**

To provide a high-quality educational experience for all children and to fully uphold the vision and values of our school.

**General Duties & Responsibilities**

To teach a class of children within our Inclusion Pathway.

To carry out the duties and responsibilities of a schoolteacher as set out in the Teachers’ Standards document. These standards set the minimum requirements for teachers’ practice and conduct.

**1. Set high expectations which inspire, motivate and challenge pupils**

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

**2. Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment**,** progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4. 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 pupils 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 relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ 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 pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Lancashire County Council’s Core Purpose Overview** Making Lancashire a place where everyone matters. A place where everyone can enjoy equal and quality life chances and be respected in their communities.

**Corporate Objectives**

Lancashire a place where people can

* Feel safe
* Lead healthy lives
* Get help if they need it
* Learn and develop
* Work and prosper
* Travel easily and safely
* Enjoy a high quality environment

**Prepared by: Claire Holgate (Headteacher) 12.9.24**



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| **Person specification form** | | | | |
| **Job title: Class teacher** | **Required 01/09/2024** | | | |
| **Directorate:** | Children and Young People | | | |
| **Establishment or team:** Barden Primary School | | | | |
| **Requirements - (based on the job description)** | | **Essential (E)**  **or**  **desirable (D)** | | **To be identified by:**  **application form (A),**  **interview (I) or reference (R) Observation (O)** |
| **Application** | |  | |  |
| Qualified Teacher Status | | E | | A |
| Recent & relevant participation in professional development | | E | | A |
| Fully completed, error free application form | | E | | A |
| A well-considered, error-free and relevant accompanying supporting letter which should be a maximum of 2 sides of A4 | | E | | A |
| Professional references should provide a strong level of support for skills, knowledge and attributes referred to below | | E | | R |
| **Qualifications** | |  | |  |
| QTS/Postgraduate | | E | | A,I,R |
| Degree | | E | | A,I,R |
| Relevant successful experience of teaching in a primary school setting | | E | | A,I,R |
| Qualification in SEN and/or autism. | | D | | A,I,R |
| **Experience** | |  | |  |
| Demonstrate a proven track record of effective teaching and positive impact in a primary school setting | | E | | A,I,R |
| Experience of working with children with Education Health Care Plans and/or complex additional needs | | E | | A,I,R |
| Experience of working effectively with and managing a team of classroom staff | | D | | A,I,RO |
| A thorough knowledge and understanding of the National Curriculum/EY Framework | | E | | A,I,R,O |
| Ability to provide effective marking and feedback to help learners progress | | E | | A,I,R,O |
| A secure understanding of Assessment for Learning Strategies and their implementation | | E | | A,I,R |
| Ability to identify and meet the needs of all learners | | E | | A,I,R |
| Evidence of impact in developing a curriculum area or whole school change | | D | | A,I,R |
| **Knowledge, Skills and Attributes** | |  | |  |
| Effective teaching and learning strategies to meet the needs of all pupils including pupils with Special Educational Needs and most able pupils. | | E | | A,I,R,O |
| Enthusiastic, with a high level of motivation and initiative | | E | | A,I,R |
| Strong communication and interpersonal skills | | E | | A,I,R |
| Creative and effective teaching and learning skills | | E | | A,I,R |
| Ability to use a range of positive and effective behaviour management strategies | | E | | A,I,R,O |
| Adaptability to changing circumstances and new ideas | | E | | A,I,R |
| To relate positively with staff, parents and other professionals | | E | | A,I,R, |
| Ability to create a happy, engaging, challenging and highly effective learning environment | | E | | A,I,R |
| Have high expectations of children and be able to excite, enthuse and inspire children to raise their attainment and self-esteem | | E | | A,I,R,O |
| Committed to ongoing professional development through training and support with the ambition to continually improve | | E | | A,I,R |
| Strong knowledge of applying information technology to teaching and learning | | E | | A,I,R,O |
| **Personal Characteristics** | |  | |  |
| Organised and dedicated with high levels of initiative | | E | | A,I,R |
| Maintains professionalism with very high expectations and standards | | E | | A,I,R |
| Evidence of a high level of personal motivation and enthusiasm | | E | | A,I,R |
| A commitment to lead extra-curricular activities | | E | | A,I,R |
| Committed to the education of the whole child | | E | | A,I,R,O |
| The ability to work closely as part of and contribute fully to a team. | | E | | A,I,R |
| Build strong relationships with pupils and the staff team so that everyone feels confident, nurtured and valued | | E | | I,R,O |
| Professional confidentiality, sensitivity and discretion | | E | | A,I |
| Flexible and good humoured | | E | | I,R |
| To demonstrate commitment to and uphold the vision and values of Barden Primary School | | E | | A,I |
| **Other** | | |  |  |
| 1. Commitment to safeguarding and protecting the welfare of  children and young people | | E | | I |
| 2. Commitment to equality and diversity | | E | | I |
| 3. Commitment to health and safety | | E | | I |
| 4. Commitment to sustaining regular attendance at work | | E | | R |
| Prepared by: Claire Holgate | | Date: 13.9.24 | |  |
| Note: We will always consider your references before confirming a job offer in writing. | |  | |  |

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