

## **JOB DESCRIPTION**

- Post:** SEN Class Teacher (with QTS), The Ropemakers' Academy
- Salary:** Teachers' Main Pay Scale (salary negotiable based on experience)
- Responsible to:** Headteacher / Deputy Headteacher
- Responsible for:** Teaching Assistants

### **Role Purpose:**

To carry out the duties of an SEN class teacher as set out in the Department for Education Teachers' Standards.

Carry out such particular duties that form part of the STPC Document as the Head Teacher may reasonably direct from time to time.

This includes:

- Liaising with the lead professional in their allocated subject area, maintaining professional knowledge and understanding of current initiatives
- Regularly attending training locally and nationally as appropriate demonstrating excellent classroom practice which acts as an exemplar for others
- Contributing to the development of *their* subject across the school (including the preparing and monitoring the development plan)
- Co-ordinating resources across the school
- Ensuring that all pupils are adequately prepared for external assessments and examinations
- Contributing to the annual reports to Governors on standards of attainment and results
- Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.

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

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and school policies.

To teach pupils within the whole school and to carry out such other associated duties as are reasonably assigned by the Headteacher.

**Commitment to Diversity:**

As a member of the School Team to take individual and collective professional responsibility for championing the School's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

**Key External Contacts:**

- Parents/carers
- Medical, therapy and other multi-agency services
- Educational advisers / consultants within East Sussex and other Local Authorities

**Key Internal Contacts:**

- Class teachers
- Teaching assistants
- School Leadership Team
- Administration Team
- Board of Governors/Beckmead Trustees

**Financial Dimensions:**

The post holder may be responsible for maintaining the budget for their allocated area

**Key Areas for Decision Making:**

- When to share / report concerns regarding pupils physical or emotional needs
- Monitoring pupil progress and raising concerns regarding achievement
- Management of staff
- Problem solving for individual pupils
- Effective support strategies for pupils and / or staff
- Analysing and summarising significant information to communicate to others

### **Other Considerations:**

Whilst there are some SEN supported pupils in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

This post is subject to an enhanced DBS check and satisfactory health clearance

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### **Core Duties:**

Carry out the core duties of a Teacher at The Ropemakers’ Academy, including the co-ordination of a *primary/ secondary class* or a *curriculum subject* area and the management of teaching assistants

### **Additional Duties:**

- Use pupil data to co-ordinate strategies to improve attainment for individuals and year groups
- Use evaluation of curriculum developments to ensure all pupils are accessing relevant and engaging learning opportunities
- Liaising with staff from the schools’ multi-agency team as appropriate
- Co-ordinate, review and develop the curriculum plans for a primary/ secondary class or their allocated subject area across the school
- Use data about pupil attainment across the curriculum to inform decisions about intervention programmes for individual pupils within their primary/ secondary class or allocated subject area
- Co-ordinate the moderation of assessments for *their* class group or allocated subject area across the school in consultation with the Head of School/Executive Head Teacher
- Prepare and monitor a development plan for their allocated subject area across the school.
- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Establishing constructive relationships and communicating with other agencies/professionals, to support achievement and progress of pupils

- Delivering out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Contribute to the whole school development plan, taking responsibility for agreed areas
- Manage the budget for their curriculum area / classroom as designated

### **Confidentiality:**

An expectation to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the School's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

### **Equalities**

The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

### **Health and Safety**

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

### **To contribute as an effective and collaborative member of the School Team**

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.
- Participating in PRICE physical intervention training and its practical application.
- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions

### **Data Protection**

- Awareness of the School's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this and GDPR May 2018.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

## PERSON SPECIFICATION

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<b>Salary:</b>	<b>Teachers' Main Pay Scale (salary negotiable based on experience)</b>
<b>Responsible To:</b>	<b>Headteacher/ Deputy Headteacher</b>
<b>Responsible for:</b>	<b>Teaching Assistants</b>

### Qualifications

DFE recognised Qualified Teacher Status (and preferably 2+ years of teaching experience). Evidence of further professional study /training relating to the education of children with Special Education Needs

### Knowledge

- Knowledge of assessment and teaching strategies appropriate to children with Special Educational Needs.
- Knowledge of the current legislative framework within which teachers operate, including the SEN Code of Practice, Curriculum 2000 and the Literacy and Numeracy Strategies.
- Knowledge and understanding of Primary / Secondary curriculum.
- Knowledge and understanding of BESD/ASD/SEMH issues, including the emotional and physical challenges presented by regular involvement in physical intervention.

### Aptitude

- The ability to relate to and empathise with children who may have complex and severe emotional social and behavioural difficulties.

### Skills

- Effective group management skills of children with severe emotional, social and behavioural difficulties.
- Ability to plan and teach to meet the individual needs of the children.

- An ability to empathise with the children and to provide a structure that facilitates emotional social and behavioural development.

### **Personal Qualities**

- Sensitivity to and concern for the needs of children and their families.
- Ability to establish and sustain good relationships with both children and adults.
- Commitment to work as a supportive member of a team within LA guidelines.
- Capacity to take responsibility and work relatively independently in relation to his / her class.
- Insight into the emotional social and behavioural development of the children who attend a special school
- Resilient and adaptive in the face of challenging situations
- The ability to be reflective of their own practice

### **Special conditions:**

- Enhanced DBS check
- Satisfactory health clearance
- Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the post holder to cope with above average levels of emotional stress.
- Close contact with pupils may result in some exposure to bodily fluids.
- May require Hepatitis B vaccination.
- Particularly in schools that have pupils with behavioural difficulties, post holder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.
- Members of staff must take part in the behavioural and physical intervention training that it is offered by the school.