



TWO RIVERS HIGH SCHOOL **JOB DESCRIPTION**

Position Held: Class Teacher
To Whom Responsible: Headteacher

Job Description General:

- To carry out the professional duties of a school teacher, including those described in the Teacher's National Pay & Conditions of Service document, which is up-dated every year.
- To plan and prepare lessons that meet the needs of all pupils, through differentiation of tasks, personalised learning plans where appropriate and through developing the skills and knowledge pupils will need throughout their school life and beyond.
- To ensure teaching programmes are regularly monitored and to assess, record and report children's progress in all areas taught.
- To ensure the specific needs of the children, as indicated in their Educational, Health and Care Plans, are addressed.
- Be responsible for the pastoral care of children, promoting safeguarding, independence and positive behaviour and relationships, in accordance with school policies.
- To produce and support Annual Reviews and produce reports by required dates.
- To be actively involved in both the planning and execution of the School Improvement Plan.
- Support the vision, ethos and policies of the school and promote high levels of achievement and safety.
- To have a general responsibility for the safeguarding and well-being of pupils in all form groups and refer to DSL in matters of concern by completing MyConcern report.
- To adhere to all Health & Safety rules and procedures at all times.
- To produce and maintain Risk Assessments and Individual Behaviour Support Plans in collaboration with Assistant Headteacher responsible for Behaviour.
- To organise and maintain classroom resources and equipment, keeping an up to date inventory in accordance with school requirements.
- To attend relevant training courses and share good practice and knowledge gained with members of the staff team as appropriate.
- To participate in the Statutory Performance Management/Appraisal arrangements.
- To carry out such other teaching and associated tasks as may be required by the Headteacher.

Responsibilities

- To ensure lessons are run in a structured and orderly manner.
- To support individual students' needs with a range of specialist teaching and learning strategies including alternative methods of communication ensuring that teaching and learning is differentiated and person-centred.
- To attend and contribute towards team and subject meetings.
- To be responsible for documentation and correspondence relating to your pupils.
- Work with school leaders to track the progress of individual pupils in a manner specified by TRS and take a leading role in devising intervention plans where pupils are making less than expected progress.
- Be proactive in overcoming pupils' barriers to learning through actively seeking resolutions and by providing a learning environment appropriate to needs.
- To establish and maintain positive working relationships by line managing and working in partnership with teaching assistants.

- To enter students for appropriate accreditation of subjects taught.
- To inform parents of progress through reports, annual reviews and termly targets.
- To establish and maintain positive working relationships by line managing and working in partnership with teaching assistants; directing and supporting their duties and ensuring that they have appropriate understanding of pupil needs and concerns and of the teaching programmes and methods in place.
- To undertake regular training regarding the use of physical intervention and apply it only when necessary and in the best interest of the student.

Responsibilities specific for Complex Needs

- To promote the use of alternative methods of communication for pupils within the classroom (ie. MAKATON, PECS, Whole Body Communication), ensuring that support staff are aware of this requirement and help them to gain the relevant skills.
- To provide children with access to stimulating environments, including regular use of specialist learning areas across the school as well as outside of school, such as Multi-Sensory Room, Soft-Play Room, Multi-Sensory Garden, Food Technology Room, etc.
- To manage behaviour in a positive way by developing behaviour and communication strategies.
- Work collaboratively with a multi-disciplinary team of professionals and medical/therapeutic staff.

Outcomes:

- All pupils will be following a relevant and differentiated curriculum.
- All pupils' individual needs will be addressed.
- The wellbeing of students will be maintained to the highest standard.
- All safeguarding issues will be addressed promptly and efficiently.
- Lessons will be well prepared and resources readily available.
- Assessment and record keeping procedures will reflect the progress of all pupils.
- Progress will be made towards I.L.P targets and the progress towards half termly/termly targets will be systematically built upon.
- Pupil progress to be recorded via the school assessment system.
- Short, medium and long term planning is readily available.
- Parents will be kept informed of targets set and progress made.

This job description may be amended at any time, after due consultation, in order to meet the changing needs of the school and to enhance staff professional development.

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful teaching experience in either primary or secondary school. • Subject specialism and SEN teaching experience would be desirable.
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning • A clear understanding of the essential qualities necessary for effective teaching and learning to overcome emotional barriers • Experience of EHCP processes is desirable.
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Holistic approach to education and being creative • Understanding confidentiality • Emotional robustness, flexibility and adaptability • A sense of humour