

St John’s Chapel Primary School

Class Teacher (Main Pay Scale) + TLR2a Job Description

**Job title**: Y5/6 Teacher and SEND co-ordinator

**Contract type:** Permanent

**Hours**: Full time

**General Duties**

You are required to carry out the professional duties of a School Teacher, taking responsibility for the educational welfare of pupils aged 3-11 in accordance with the requirements of Conditions and Employment of School Teachers.

These may be summarised as:

* Taking responsibility for a class of pupils as directed by the Headteacher
* Understanding and effectively implementing the requirements of the National Curriculum; the school’s aims, objectives, schemes of work and policies
* Having the corporate responsibility for the well-being and discipline of all pupils
* Performing, in accordance with any directions which may reasonably be given to you by the Headteacher from time to time, such particular duties as may be reasonably assigned to you
* Subject to the immediate supervision and direction of the Headteacher of the school.

**Key Tasks of the Post of Teacher**

*The generic duties of the post are based on the Teachers’ Standards:*

**Teaching:**

 **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

 **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.

**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.

 **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).

 **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.

**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.
* **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.

**Other activities:**

* Promoting the general progress and well-being of the pupils assigned to you
* Maintaining up to date records and reports on pupils
* Communicating and consulting with parents and carers
* Communicating and co-operating with outside agencies
* Participating in meetings arranged for any of the purposes described above
* Co-ordinate a foundation subject of the curriculum

**Performance Management:**

* Participating in arrangements within an agreed framework for the appraisal of your performance

**Review, induction, further training and development:**

* Reviewing from time to time your methods of teaching and programmes of work
* Participating in arrangements for your further training and professional development to meet needs identified in appraisal objectives or in appraisal statements

**Educational methods:**

* Advising and co-operating with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

**Staff meetings and INSET:**

* Participating in meetings which relate to the curriculum for the school, the administration or organisation of the school, including pastoral arrangements

**Administration:**

* Participating in administrative and organisational tasks related to such duties as described above, including the direction or supervision of support staff.
* Attending assemblies and leading on occasions
* Registering the attendance of pupils and supervising pupils

**Key Tasks of the post of SEND co-ordinator**

The SENCO, under the direction of the headteacher, will:

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Operation of the SEN policy and co-ordination of provision

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Be a key point of contact for external agencies, especially the local authority
* Implement intervention activities for pupils with SEN, and evaluate their effectiveness

**Support for pupils with SEN or a disability**

* Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees. All employees have a responsibility of care of their own and others’ health and safety.

The above lists are not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

This job profile will be the subject of regular review and any part of it may be amended as a result of such a review or at any time after consultation with the post holder.