



Inspiring Brighter Futures

SPECIALIST CLASSROOM TEACHER M1 – UP3 + SEN Allowance 2024-5

Employment details	
Job title	SPECIALIST CLASS TEACHER M1 – UP3 + SEN Allowance
Responsible to:	Head Teacher
Accountable for:	Providing the highest quality of education, both in academic and personal development, wellbeing and welfare, in preparation for adult life, for all pupils and students in the school community, in accordance with the current Teacher Standards (2012), current STPCD, and all other applicable legislation.
Requirement:	Teachers make the education of their pupils their first concern. They are accountable for achieving the highest possible standards in the work and conduct of both themselves, and their pupils. Teachers should act with honesty and integrity, ensuring they forge positive professional relationships and work with parents in the best interests of their pupils. Teachers should possess strong up to date, subject knowledge, in-depth knowledge of early child development, and a have a toolbox of adaptive teaching approaches and assessment tools.
Duties & Responsibilities:	This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time with employees being expected to comply with any reasonable request to undertake work of a similar level of responsibility and financial remuneration associated with this post.

General Duties:

Continuously meet, with ambition to exceed, the minimum standards outlined in the DfE's 'Teachers' Standards'.

Comply with school policies and procedures, particularly those relating to child protection and safeguarding. Attend staff meetings, INSET days, parent consultation meetings and events, and any other functions or meetings required.

Support the Curriculum Lead, who has overall accountability for pupil progress, and subject leaders/ curriculum coordinators wherever possible, e.g. through attendance at focused meetings, embedding systems.

Take responsibility for completing CPD and keeping up to date with developments relating to subject matter and pedagogy.

Establish effective working relationships with colleagues and set a good example for pupils/students through a high level of professionalism.

Participate in any appraisal arrangements made by the school, pro-actively contributing to moving the school forward and for effective School Self-Evaluation;

Teaching, Learning & Assessment:

Set high expectations which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Evidencing SMSC and PSED in all lessons and learning environments across the curriculum, embedding learning for life, through our Survival Curriculum and P16 future-focused curriculum.

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes.
- Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
- Guiding pupils to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
- Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.

- Demonstrating a critical understanding of developments in the subject and curriculum areas, promoting the value of attendance and scholarship.
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialism.
- Demonstrating a clear understanding of and fidelity to systematic synthetic phonics, for early reading.
- Demonstrating a clear understanding of appropriate teaching strategies for early maths.

Plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time.
- Promoting a love of learning and children's intellectual curiosity.
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- Contributing to the design and provision of an engaging curriculum within the relevant subject/domains.

Adapt teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to adapt teaching appropriately, using approaches which enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
- Having a clear understanding of the needs of all pupils, including pupils with SEND, high ability and with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative, (including ipsative), and summative assessment to monitor pupils' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Giving pupils regular feedback, both orally and through accurate marking, providing professional judgements to annotate evidence in visually presented progress pages, to significantly prompt processing of pupils own learning journey, over time, and encouraging pupils to respond to the feedback.
- Monitor pupil progress, giving prompt feedback on how to learn more, swiftly identify gaps, needs for intervention, plan, target and evaluate the effectiveness of Catch-Up activities.

Manage behaviour effectively to ensure a good and safe learning environment by:

- Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms, around the school, and when off-site, in accordance with the school's Behaviour Policy.
- Having high expectations of attendance and behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Managing classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them, reflecting on the experience of the child.
- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school, widely promoting its work and what this looks like on the different pathways.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents regarding pupils' achievements and wellbeing.

Personal and professional conduct:

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Understand, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation:

- Assist in the development of differentiated curricula, (Formal, Semi- & Pre-), designing, progressive, sequenced, accredited, schemes of work, long term plans and differentiated Knowledge Organisers, teaching resources, embedding feedback and marking policy and deploying adaptive, teaching strategies alongside other teachers and subject leaders/curriculum coordinators.
- Identify clear teaching objectives, content, lesson structures, and plan sequences of lessons appropriate to the subject/domain content and the needs of the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order, appropriate for teaching use, and that resources are used effectively.
- Plan and monitor the effectiveness of personalised support, in meeting needs.
- Work in partnership with other agencies, integrating therapies, into the curriculum.
- Promptly, register each class using the registration system according to school procedures.
- Systematically use professional judgement to annotate and maintain students' workbooks/Reading Logs/Progress Pages/display, (physical & digital), to evidence progress over time. Ensuring this is added to, so individual pupils can see lots of positives, achievements and the fun in learning
- Take responsibility for the safe keeping of all personal data, electronic folders, laptop or i pads used for teaching and assessing pupil progress etc., in accordance with GDPR;
- Systematically maintain over time, appropriate records and complete assessments and profiles of students as required by whole-school policy.
- Maintain uncluttered, allocated teaching areas to ensure that they are conducive to a stimulating and exciting, learning experience, responsive to how best pupils learn, with some whole school uniformity.
- Use and display augmented and alternative communication systems in line with the school's Total Communication Environment, compliant with the school's Display Policy.
- Monitor and control the use and storage of teaching materials, books and equipment.
- Supervise the use and care of the school fabric and equipment by the students, to ensure their adherence to relevant health and safety regulations.

Pastoral Duties:

- Taking responsibility for the learning and well-being of a pastoral form and of different groups of pupils with complex learning difficulties, across the curriculum pathways.
- Holding accountability for the progress of groups and individuals, you teach, to make at least good or better progress, towards the outcomes in their EHCP.
- Ensuring that pupils are well looked after, and have opportunities to develop their voice, confidence, self-esteem, aspiration and independence.
- Monitoring pupil's personal care needs are well provided for.
- Communicating effectively with colleagues, pupils, parents, carers and other professionals, to inform holistic child centred assessment and planning, so: outcomes detailed in each child's EHCP are well understood, progress is monitored and accurately reported on, with child and family, at the heart of a multi-professional team.
- Liaison with health professionals to ensure that pupil's health and medical needs are met, taking advice on access to the curriculum, including positioning, sensory deficit and sensory regulation is shared in the best interest of the child.
- Leading and deploying, effectively, a small team of TAs, as Key Workers to personalise support and strengthen learning.
- Involving parents in their child's learning and support home learning, digitally, sharing long term curriculum plans and medium term, differentiated knowledge organisers.

Whole School Contribution/Ethos

- Engaging with, and promoting, the school's "Values, Vision and Aims", LA and School Policies, our Professional Code of Conduct and School Risk Assessments.
- Assisting with the organisation of extracurricular activities.
- Assisting with the promotion of subjects/curriculum areas/Meadowside, e.g. creating displays of pupils' engagement, posting digital displays of how learning looks, reporting in the Meadowside Magazine, on different pathways, for current and prospective parents'/carers'/pupils' and other stakeholders.

Areas of Whole School Responsibilities for the Upper Pay Range

- Demonstrate that you are highly competent in all elements of the Teachers' Standards and that your achievements and contribution to the school are substantial and sustained.
- Have a primary focus on school improvement taking on whole school responsibilities to ensure the school operates effectively, all learner's needs are met, you work collaboratively with colleagues, other professionals, parents, Governors and all stakeholders.
- Contribute significantly to curriculum design, development, implementation and evaluation of the school's Policies, Practices and Procedures, in support of its vision, values and aims
- Evaluatively Self-Review, an area of strength/responsibility, to report to Senior Leaders, and contribute to School Self-Evaluation, on how you effectively monitor, and quality assure that the systems and action plans that you have put in place, are implemented sufficiently well to meet your high expectations.
- Demonstrate extensive knowledge of your subjects/curriculum areas, related adaptive pedagogy and assessment processes
- Provide a critical role in the life of the school, self-evaluating your impact on outcomes.
- Be a role model for teaching, learning and assessment
- Make a distinctive contribution to pupil progress and improved outcomes.
- Engage in appropriate CPD opportunities and use the outcomes to improve learning.
- Be aware of and proactive in supporting mental health and wellbeing needs, in colleagues and learners.
- Provide advice, coaching and mentoring to other teachers, to help them develop professionally.
- Accurately and objectively, record pastoral information and data as appropriate on school platforms, eg: Schoolpod & Data collection reports.
- Contribute to Pastoral Support programmes for pupils
- Mentor young people with the potential to become NEET, working with the PfA Lead in supporting transition visits.
- Hold and sustain high expectation for behaviour through daily supervision of the school environment, with high visibility to pupils and staff, ensuring learners are meeting the expectations we have set.

Meadowside School is committed to safeguarding and promoting the welfare of children, young people and of staff and visitors. This post is subject to enhanced DBS procedures.

Last Reviewed **Spring 25**