

Teacher job description

Responsible to:

Head teacher on a day to day basis / Directors of Woodcroft School Ltd. as employers.

General duties

The teacher will be required to:

- safeguard and promote the welfare of children and young people;
- plan, prepare and deliver learning activities and teaching programmes for pupils with special educational needs. These programmes will be delivered to individuals and groups in accordance with local and national learning strategies and Woodcroft School's curriculum and policies, both in school and off-site on organised outings;
- monitor, assess, record and report on pupils achievement, progress and development and for this to be fully incorporated into all future planning;
- manage and deploy teams of class co-ordinators, teaching assistants, lunchtime assistants, students or volunteers including allocation and monitoring of work, appraisal and training both in school and off-site on organised outings;
- undertake other reasonable duties as directed by the head teacher or senior staff – this may include cover for other members of staff.

Specific duties

Support for pupils

The teacher will be required to:

- ensure pupils safety;
- consistently support pupils learning, respond to their individual needs and set high expectations;
- promote the inclusion, independence and self-esteem of all pupils;
- establish positive relationships with pupils, acting as a good role model;
- provide positive feedback to pupils in relation to progress and achievements;
- take responsibility for the development and implementation of *Individual education plans* and *Behaviour support plans* and encourage pupils to take responsibility for their own behaviour;
- take responsibility for the supervision of pupils outside of lesson times, including before and after teaching sessions and during lunch times;
- provide support for pupils' personal care, hygiene and health needs including toileting, nappy changing and sickness;
- contribute towards the pupil admission procedure and pupils' *Inclusion programmes* in consultation with members of the *Inclusive learning team*;
- liaise with parents, in consultation with the head teacher.

Support for the curriculum

The teacher will be responsible for the delivery of a broad and balanced curriculum and will be required to:

- deliver structured learning activities and teaching programmes and adjust activities according to pupils' responses;
- follow programmes linked to local and national learning strategies, such as literacy, numeracy and early years;
- support and develop pupils independent use of ICT;
- prepare, maintain and use equipment and resources and assist pupils in their use;
- advise staff on appropriate deployment and use of specialist aids and resources.

Support for the school

The teacher will be required to:

- show awareness of and comply with *all* of Woodcroft’s policies and procedures, but particularly those relating to child protection, confidentiality, data protection, equal opportunities, health and safety and security, and to report any concerns to an appropriate person;
- contribute to the overall ethos, aims and work of Woodcroft by establishing and supporting constructive professional relationships;
- ensure staff deployment is managed according to school guidelines;
- attend, represent staff you are responsible for, participate in and lead relevant meetings as required;
- participate in training, other learning activities and professional development as required;
- deliver and/or participate in off-site activities, visits and trips as required and take responsibility for pupils and staff as necessary;
- support induction and mentoring training for managed staff;
- undertake appraisals for managed staff.

Teacher person specification

Qualifications

Essential

- DfE number
- training in relevant strategies, such as child protection and *Language Builders*

Desirable

- basic first aid
- health and safety training

Work experience

Essential

- at least five years of working with pupils with SEN

Desirable

- evidence of continuing professional development
- evidence of having taken responsibility within an organisation

Knowledge

Essential

- a knowledge of child care and development
- some knowledge of learning disabilities in particular autism and ADHD
- a knowledge of Makaton sign language, PECs, The Code of Practice and legislation relating to children

Desirable

- effective use of equipment and technology, such as video recorders and digital cameras

Essential skills

- excellent literacy and numeracy skills
- excellent recording and reporting skills
- effective use of ICT to support learning and administration

Essential personal qualities

- the ability to work independently and to use initiative
- high level of integrity and ability to handle confidential data sensitively and securely
- motivation to work with children and young people
- the ability to relate well to and to form and maintain appropriate relationships with children, young people and adults
- the ability to maintain a consistent approach in line with policies and procedures
- the ability to work as part of a team with an understanding of staff roles and responsibilities within the school
- a strong sense of responsibility
- appreciation of the rights, opinions and feelings of others
- a calm but firm manner with a positive attitude to the use of authority
- a flexibility of thought in adapting to new initiatives
- a proactive rather than a reactive approach
- the health and physical capacity to undertake the range of activities relevant to the job, as required by *The Education (Health Standards) (England) Regulations 2003*. This includes (but is not limited to) emotional and physical resilience; the ability to work under stress; a high level of stamina; and the required physical fitness