

JOB PROFILE

Classroom Teacher – Swiss Cottage School, DRC

POSITION TITLE: <i>Classroom Teacher</i>	DIRECTORATE: EDUCATION
	DIVISION: CSF
PAY LEVEL: Teacher Main Scale	SECTION: SWISS COTTAGE SCHOOL
REPORTS TO: Line Manager	

JOB PURPOSE

To lead on securing of high standards of teaching and learning within the classroom to promote the holistic progress of pupils.

To lead on the classroom provision including the coordination of external specialist therapist.

To lead on expectations for the class team to maximise learning and outcomes for pupils.

To develop and maintain a positive classroom climate.

To promote the school's ethos, culture, and core values.

MAIN DUTIES AND RESPONSIBILITIES

1. Pupil Achievement and Standards

Standards

Promotes good progress and outcomes by pupils with SEN

- Is accountable for pupils' progress, achievements, and outcomes
- Plans teaching to build on pupils' strengths, needs, and prior knowledge
- Guides pupils to reflect on the progress they have made and their emerging needs
- Demonstrates knowledge and understanding of how pupils with special educational needs learn and how this impacts on teaching
- Encourages pupils positively to promote meaningful learning and holistic progress

Adapts teaching to respond to the strengths and needs of all pupils with SEN

- Knows when and how to differentiate appropriately, using pedagogical approaches which enable pupils to be learn by meeting them at their point of learning.

- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these through personalised approaches.
- Demonstrates an awareness of the emotional, physical, social and cognitive development of children, and knows how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, specifically those with special educational needs; 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 at their point of learning.

Makes accurate and productive use of assessment relevant to complex SEN profiles

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan learning, including the Education, Health, and Care Plans.
- Gives pupils regular and meaningful feedback, encouraging pupils to respond to the feedback in a way that promotes meaningful communication.

2. The quality of provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant SEN, subject(s) and curriculum areas, foster and maintain pupils' interest in the curriculum areas, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy or communication based on SEN/D profile.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.

Plans and teaches well structured lessons

- Imparts knowledge and develops understanding through effective use of lesson time.

- Promotes a love of learning and children's curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired where appropriate for the SEN/D profile of the class.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Shares planning clearly with additional adults to promote a meaningful and purposeful set of learning activities.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

3. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

Manages behaviour effectively to ensure a good and safe learning environment

- Has 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.
- Has high expectations of behaviour, and establish a framework with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils.

4. Leadership and Management

Standards

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and

when to draw on advice and specialist support.

- Deploys support staff effectively to ensure they are contributing to a higher standard of teaching and learning within the classroom.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Develops a positive relationship with families, communicating effectively with parents/carers with regard to pupils' holistic priorities, achievements and well-being.

WORK CONTEXT

Communications and working relationships

- The post holder must display excellent interpersonal skills and apply these to develop relationships with students, parents, professionals, and other internal and external stakeholders
- Post holder must be able to motivate students with a range of specialised communication methods.

Innovation (decision making and creativity)

- Post holder must be able to personalise the school's curriculum in order to promote deep learning across the profile of the class

Resource management

- Post holder will be responsible for all equipment issued to them as well as the topic resources within the school.

QUALIFICATIONS

Essential:

- Degree
- QTS
- Evidence of continued learning and professional development relevant to SEN/D and complex needs

KNOWLEDGE

Essential

- Know and understand the different needs of students in a SEN/D setting

- Sufficient knowledge of curriculum to be able to choose subject content which is appropriate to the differing needs of the pupils

SKILLS

- Able to assess, implement, & evaluate the curriculum
- Knowledge and understanding of SEN/D
- Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students
- Ability to set clear and appropriate targets, feedback to students and make use of assessment information, to promote each student's progress, and to plan future lessons
- Ability to reflect on own practice
- Ability to differentiate tasks appropriately
- Able to produce documentation which is legible, accurate and correct in detail.
- Able to give verbal explanations with accuracy and clarity.
- Able to ensure that all communications, interactions etc., entered into with agencies outside the organisation are conducted in such a way that the reputation and standing of the school is promoted and enhanced.
- Able to manage conflicts, disagreements and misunderstandings in a positive, pleasant manner and amicable resolutions are normally achieved, with reference to the Staff Relationship Guidelines in place in the school.
- Able to evaluate individual performance
- Able to lead additional adults and work effectively as part of a team.

EXPERIENCE

Essential

- Successful experience of teaching children and young people with SEN in a range of environments
-

