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Description automatically generated

**Henry Tyndale School**

**JOB DESCRIPTION**

**Job Title** Teacher

**Responsible to** Headteacher

**Main Purpose of the Job**

To take responsibility for teaching a class of pupils with a range of complex needs

and to deploy support staff effectively and to work with other agencies.

To ensure that all individual pupil needs are met

**Main duties**

* To plan and differentiate lessons to meet individual needs, through challenge and high expectation.
* To effectively lead, manage, develop and motivate support staff.
* To assess, record and report on the development, progress and achievement of pupils as required by the school and outside agencies.
* To implement the school's curriculum, including the Early Years, National Curriculum and Post 16 Curriculum as it pertains to pupils with Complex and Severe Learning Difficulties.
* To report and attend Annual Review meetings and other relevant conferences for pupils within or outside the school as required.
* To liaise with and develop working relationships with parents
* To work collaboratively with support staff, other teachers, professionals and outside agencies to promote the wellbeing of children and young people
* To treat pupils with respect and dignity and as age appropriately as possible.
* To support and develop integration, where appropriate, both inside and outside of school.
* To use a range of strategies and teaching styles that are appropriate to the child’s and young peoples’ ability.

**Responsibilities**

* To participate in regular meetings in the school, which relate to the organisation of the school, curriculum and school improvement.
* To use agreed strategies and follow the school behaviour policy to

promote good behaviour

* To follow all school policies and practices including the school health & safety policy to ensure the health and wellbeing of all.
* To contribute to the professional development of trainee teachers, support and supervise work experience students and volunteers

**Additional Professional Duties**

* To be committed to safeguarding and promoting of children and young people, and to uphold the School’s safeguarding policies and

practice.

* To participate in performance management within an agreed School policy for other teachers/learning support assistants and their own performance as agreed.
* To participate in, and contribute towards, In-house training during the year.
* To carry out the duties of a teacher as set out in the current School Teachers Pay and Conditions Document.
* To take responsibility for an agreed curriculum area within the school, to be

agreed with the Head Teacher.

This job description does not define in detail all the duties and responsibilities of the post.

**Pay Scale:** Main Scale - UPR plus SEN allowance

**Henry Tyndale School Person Specification Teacher**

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher Status  (NQT with SEN experience will be considered) | Additional qualification in teaching  pupils with SEN |
| Professional  attributes | * Excellent/good classroom practitioner * Excellent /good communication and interpersonal skills * Enthusiastic, creative and willing to learn * Take responsibility for managing own professional development * Promote positive values, attitudes and behaviour * Experience in leading, managing and motivating support staff * Form professional, supportive and appropriate relationships with parents, carers and other professionals * Contribute and participate in school   improvement   * Contribute to the development, implementation of school policies * Willingness to participate in the wider life of school * Maintain an up-to-date knowledge and understanding of the professional duties of a teacher and the statutory framework. | * Evidence of continued professional development |
| Professional knowledge & understanding | * Experience of teaching pupils with learning difficulties * Working knowledge of current national frameworks for education and special educational needs * Ensure curriculum coverage, challenge and progression, for all pupils. * Understand how pupils’ learning, development and well-being are affected by their physical, emotional,& social development and other external influences * Use a range of teaching styles and be flexible to meet the individual needs of the learners * Know how to use personalise learning   to provide opportunities for all learners to achieve their potential. | * Evidence of teaching pupils with PMLD, SLD and ASD * Knowledge of different strategies to working with children with complex learning difficulties including autism spectrum disorders such as Makaton, TEACCH, PECS, Intensive Interaction, sensory integration and objects of reference * behaviour management training in using the principles and practices of Team Teach * Experience of leading and managing a subject area |
| Professional skills | * Use a range of behaviour strategies to help promote good behaviour and independence of learners. * Establish a safe and stimulating classroom environment * Work effectively within a team * Ensure that support staff are working effectively to support pupil’s learning * Ability to use ICT to support learning and wider professional activities * Ability to ask for advice and support as necessary and to be flexible and open to ideas of others * Ability to work under pressure and remain calm * Ability to maintain a realistic work life balance to support own well being | * Experience of leading and managing a team of support staff in a special school * Experience of supporting professional development of other staff * Evidence of leading a curriculum subject * Experience of budget management |