



Class Teacher Job Description

Riverside Community Special School is a special school for primary-aged children experiencing complex needs associated with learning difficulties, including pupils with Autistic Spectrum Conditions.

Post Title: Class Teacher (MPR/UPR + SEN Allowance)

Responsible to: Headteacher

Teachers' Standards

The postholder will carry out the duties of a school teacher in accordance with the School Teachers' Pay and Conditions Document and in line with the Department for Education Teachers' Standards.

The postholder will work within the aims, values, policies and procedures of the school.

Teaching and Learning

The postholder will be responsible for the teaching and learning of a class of primary-aged pupils with a range of moderate, severe, complex and additional learning needs.

This includes responsibility for the day-to-day organisation and management of the class, and the effective deployment, support and development of Teaching Assistants and Support Staff.

Key Responsibilities

1. Deliver a broad, balanced, relevant and differentiated curriculum, including elements of the National Curriculum, adapted to meet the needs of pupils working significantly below age-related expectations.
2. Plan and deliver high-quality, engaging lessons and sequences of learning that create a positive, supportive and structured learning environment.
3. Develop and implement individual learning programmes (including EHCP/IEP targets), establishing clear success criteria, timescales for review, and involving pupils and parents/carers wherever possible.
4. Follow the school's planning, recording and reporting systems to ensure clarity of target setting, continuity and progression in learning.
5. Use a range of formal and informal assessment strategies, including specialist approaches, to monitor progress and inform future planning.
6. Identify individual learning outcomes and design, implement and evaluate a range of teaching approaches across different contexts and settings.

7. Promote and support the development of communication, independence, problem-solving and life skills through well-structured and sequenced learning experiences.
8. Use, manage and evaluate specialist resources and environments (e.g. sensory rooms, ICT, assistive technologies) to support access to learning and communication.
9. Promote positive, consistent and relational approaches to behaviour, implementing behaviour support strategies in line with school policy.
10. Work collaboratively with Teaching Assistants, ensuring they are effectively deployed, involved in planning where appropriate, and clearly briefed on their roles and responsibilities.
11. Undertake joint planning, assessment and evaluation activities with class support staff on a regular basis.
12. Work in partnership with parents/carers through effective communication systems, meetings, and annual reviews, ensuring shared understanding of targets and approaches.
13. Work collaboratively with external professionals and agencies to plan and deliver specialist programmes and support pupil outcomes.
14. Contribute to the wider life of the school, including enrichment activities, parental engagement and whole-school events.
15. Participate in meetings as required, both on and off site.
16. Maintain responsibility for the safety and wellbeing of pupils, ensuring a safe and supportive learning environment at all times.
17. Demonstrate flexibility in teaching arrangements, including working across classes, age groups or key stages as required.
18. Take an active role in performance management and professional development, continually improving practice to enhance pupil outcomes and wellbeing.

Curriculum Development

The postholder will contribute to the development of a curriculum that meets the needs of pupils in a primary special school setting.

Key Responsibilities

1. Contribute to curriculum development through participation in working groups or subject leadership activities.
2. Keep up to date with curriculum developments and SEND best practice, sharing knowledge with colleagues.
3. Support assessment and moderation by collecting and evaluating evidence of pupil achievement and progress.
4. Work collaboratively with colleagues across special and mainstream settings where appropriate.
5. Contribute to whole-school self-evaluation and improvement planning.

Subject Leadership (where applicable)

1. to co-ordinate and oversee an area of responsibility across the school which will be negotiated on appointment
2. ensuring all teachers have current schemes of work
3. maintaining a collection of lesson plans, IEPs and termly plans to enable monitoring
4. monitor and evaluate the impact of the scheme of work on pupil learning and achievement
5. lead staff in putting together this area of the school's Strategic Maintenance Plan, to meet the action needs identified by monitoring and evaluation
6. ensure regular dissemination of information to all staff
7. support staff in planning and delivery of work
8. review the schemes of work and ensure all areas of need for our pupils are included
9. review the curriculum policy annually

Safeguarding

The postholder is responsible for safeguarding and promoting the welfare of children and young people and must adhere to the school's Child Protection Policy and statutory guidance, including *Keeping Children Safe in Education (KCSIE)*.

Review

This job description may be reviewed at any time in line with the needs of the school and will form part of the annual performance management process.

The postholder will also be required to take on any additional reasonable responsibilities which might from time to time be agreed with the Headteacher.



Class Teacher Person Specification

Qualifications/Professional Development	Essential/ Desirable
Qualified teacher status.	E
Evidence of continuous professional development and commitment to further training.	E
Experience and skills	Essential/ Desirable
Experience of primary class teaching.	E
Experience of teaching pupils with SEND.	D
Ability to plan for and deliver interesting, engaging and personalised learning for all pupils in the class.	E
Proven skills in assessing, monitoring and evaluating pupil progress.	E
Strong classroom organisation and management skills, using positive and consistent approaches.	E
Proven skills in using a range of communication techniques.	E
Experience of working in partnership with parents/carers.	D
Experience in planning, deploying and supporting the work of Learning Support Assistants.	E
Effective communication skills when working with pupils, families, and professionals	D
Ability to work collaboratively as part of a multidisciplinary team	D
Knowledge and understanding	Essential/ Desirable
Working knowledge of current national frameworks for education and special educational needs.	E
Knowledge and understanding of a wide range of teaching and learning styles.	E
Knowledge of specific approaches to working with children with a variety of learning difficulties including Autism	D

Ability to be flexible in response to pupils' learning needs and responses.	E
Ability to work collaboratively with colleagues, parents, governors, professionals and other stakeholders.	E
Have experience of using total communication and an understanding of various specialised communication techniques.	D
Ability to delegate.	E
Excellent understanding of safeguarding of vulnerable children	E
Personal Qualities	Essential/ Desirable
Excellent communication and interpersonal skills.	E
Ability to maintain a realistic work life balance to enable a healthy lifestyle.	E
Good management and organisational skills.	E
Willingness to contribute to whole school initiatives and to be a team player.	E
Commitment to promoting the school's vision, values, ethos and strategic direction.	E
Commitment to inclusive education and high expectations for all pupils	E
Patient, nurturing and empathetic approach	E
Flexible and adaptable in response to pupils' needs	E
Resilient and able to remain calm under pressure	E
Reflective practitioner with a commitment to continuous professional development	E