

## **Duties and Responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teachers Standards (2021). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

### **Main Purpose of the job:**

- Be responsible for the learning and achievement of all pupils in the class, ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in teaching and learning.
- Treat pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document (2023) and Teacher Standards (2021).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of the learners you teach.
- Be aware of learners' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how children learn.
- Have a clear understanding of the learners' varying special educational needs and be able to use and evaluate distinctive SEND teaching approaches to engage and support them.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure learner progress. Use relevant data to monitor progress, set learning intentions, and plan subsequent lessons.

## **Wellbeing and Safety**

- Establish a safe, purposeful and stimulating environment for learners, rooted in mutual respect and establish a framework for positive emotional support and regulation.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and professional standards.
- Have high expectations of learning, promoting self-control and independence of all learners.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

## **Team Working and Collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them. Line manage learning assistants, personal care assistants and support assistant lunchtimes, including regular supervision and appraisals within the school's annual performance management cycle.
- Contribute to the professional development of other teachers and support staff including the induction and assessment of new and Early Career teachers and supervision of students in the classroom.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Liaise with specialist professionals and implement specialist recommendations within the classroom.

## **Fulfil Wider Professional Responsibilities**

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

## **School Teachers' Pay and Conditions Document**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Qualified Teacher Status	Evidence of continuous INSET and commitment to further professional development in the field of PMLD
<b>Experience</b>	Experience of working with children and or young people with SEND	Experience of teaching in PMLD classes Experience working in Special Schools for pupils with SLD and/or PMLD
<b>Knowledge &amp; Understanding</b>	<p>Knowledge and understanding of the theories and practices of quality first teaching.</p> <p>Skilled in how to develop personalised learning plans and differentiate approaches to the needs of each individual learner.</p> <p>Knowledge of to the statutory requirements of legislation concerning Equal Opportunities, SEND, Safeguarding and Health &amp; safety.</p> <p>Understanding of the educational challenges faced when working with learners with PMLD and complex health needs.</p> <p>Ability to write and contribute to the EHC process and Annual Review cycles.</p>	<p>Additional qualifications in PMLD, Visual Impairment or Multi-sensory impairment</p> <p>Early Years Experience</p>
<b>Skills</b>	<p>Able to promote the school vision and adhere to the underlying philosophies of the school.</p> <p>Skilled in development of good personal relationships within a team and across teams.</p> <p>Able to establish and develop close relationships with families, governors and the Multidisciplinary team.</p> <p>Skilled in communicating effectively, both orally and in writing, to a variety of audiences.</p> <p>Able to create a happy, challenging and effective learning environment,</p> <p>Able to delegate and deploy support staff effectively.</p>	
<b>Personal characteristics</b>	<p>Honest and open</p> <p>Resilient</p> <p>Approachable</p> <p>Empathetic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful</p> <p>Committed</p> <p>Patient</p>	<p>Creative</p> <p>Musical abilities</p>