



Transforming the lives of pupils through learning, innovation, inclusion and partnerships.
Children first: enhancing individual development - celebrating diversity.



Job description for Class Teacher at Castle Wood School

Post title	Class teacher (subject leader area to be decided following appointment)
School	Castle Wood School
Pay grade	Main scale/UPS
SEN points	+ 1 SEN point or + 2 SEN points for a suitably qualified candidate
Key External Contacts	<ul style="list-style-type: none"> • Parents and families • The wider multi-disciplinary team including medical and therapy • Education advisers and consultants within the Local Authority • Colleagues in local schools
Key Internal Contacts	<ul style="list-style-type: none"> • School Governors • Teachers based at the school • Support staff based at the school
Responsible to	<ul style="list-style-type: none"> • Headteacher and Governing Body

All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. Reference should also be made to the Teachers Standards and to the school's Career Stage Expectations. The post also includes the Subject Leadership of one subject, to be agreed following appointment. Duties and responsibilities of the post may change over time as requirements and circumstances change. School Teachers' Pay and Conditions Document requires all teachers to be involved in:

- Advising and co-operating with the headteacher and other teachers on the preparation and development of programmes of study, schemes of work teaching strategies, interventions, resources, assessment and pastoral arrangements
- Taking any such part as may be required in the review, development and management relating to the curriculum, organisation and pastoral functions of the school
- Coordinating or managing the work of other staff

Duties and responsibilities

Planning, teaching and class management

This will include:

- Teaching allocated pupils by planning their teaching to achieve progression of learning
- Planning, preparing and teaching lessons which engage pupils in learning
- Setting clear targets, specifying how they will be taught and assessed and building on prior knowledge
- Using a range of teaching approaches which differentiate for pupils' different levels of ability
- Making planned use of a range of ICT to support children's learning
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to individual need
- Evaluating their own teaching to improve effectiveness
- Selecting appropriate learning resources
- Working collaboratively and in a spirit of mutual respect with a multi-disciplinary team to enable the best outcomes for pupils
- Ensuring that the learning environment and teaching strategies support pupils with learning

communication difficulties, physical disabilities and specific difficulties which impact on their ability to learn

- To maintain discipline in accordance with the rules and behaviour policy of the school
- Assisting in the development and implementation of policies, practices and the curriculum programmes which reflect the school's commitment to high expectations and effective teaching and learning.

Pupil Progress

This will include:

- Setting appropriate annual review/targets and curriculum objectives for all areas of learning which will meet the needs of all learners and reflect the statement of Special Educational Need/ Education, Health and Care Plan (EHC)
- Making effective use of assessment and ensuring coverage of programmes of study
- Regularly assessing pupil work and maintaining appropriate recording and reporting systems to inform future practice
- Providing regular summative assessment of pupil attainment
- Contribute to the Annual Review /EHC process, report to parents and support agencies when required.

Curriculum subject leader

- Lead a curriculum area, advocate for the subject and offer guidance to other staff as required
- Have a good working knowledge of P levels and NC
- Be familiar with Castle Wood's long term planning and programmes of study
- Be familiar with National Curriculum and EYFS guidelines
- Know what resources are available in school, locally and nationally – plan for future resource requirements
- Keep the Curriculum Leader File up to date and accessible to all staff
- Visit other classrooms and do peer observations focused on curriculum area
- Monitor staff planning, outcomes, displays, celebrations, activities and pupils' work for your curriculum area
- Monitor standards in the subject and analyse trends. Track progress of individual pupils
- Develop standards guidance to show the range of P levels and NC – evidence annotated, dated, named and levelled to assess and track progress
- Submit audit and budget request annually
- Prepare summary presentation for the Governing Body and present it as requested (rolling programme)
- Develop an improvement plan for the curriculum area, linked into the School Improvement Plan
- Contribute to writing and updating the subject policy

Management of staff

This will include:

- Leading the work of support staff, students and other adults to support pupil progress and well-being

Any other duties and responsibilities within the range of the salary grade

There may be a requirement to carry out particular duties as the Headteacher may reasonably direct from time to time

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Guidance and Supervision

- The post holder is responsible to the Headteacher for his/her teaching duties and curriculum leader duties
- Performance appraisal will be undertaken annually by a member of the Senior Leadership Team
- Lead, guide and supervise the support staff working within the team

Notes

- The exact focus of the role will be decided at school level and will take into account the needs of the pupils, the school and the development needs of members of staff
- The job description will be reviewed annually through the performance appraisal process

Date reviewed: January 2016

Person Specification for Class Teacher

In order to meet the high standards expected of a teacher in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities.

Appointment criteria

Qualifications

- Qualified teacher status
- Evidence of further qualifications welcomed e.g. post-graduate level qualification or other studies
- Evidence of a commitment to continuing professional development

Knowledge and understanding

- Knowledge of current educational developments in teaching and learning, particularly in relation to pupils with special educational needs
- Knowledge of Planning, Assessment, Recording, and Reporting for pupils with a broad spectrum of need
- Ability to work in partnership with outside agencies in order to meet pupils' needs
- Knowledge and understanding of behaviour management skills and strategies, both theoretical and practical, required by staff to manage challenging behaviour effectively
- An appreciation of the importance of Safeguarding children
- Evidence of effective assessment and target setting for pupils with learning difficulties

Skills and Abilities

- Ability to successfully implement a range of learning and teaching strategies for raising achievement in pupils with learning difficulties
- Ability to manage and organise work effectively. This will include an ability to prioritise and manage time, work under pressure and meet deadlines
- Good interpersonal skills including the ability to work as a member of a team
- Communicate effectively orally and in writing to a range of audiences
- Ability to use ICT both as a tool for children's learning and as a support to teachers' preparation and recording
- Be able to take direction but be prepared to take initiative when required

Experience

- Experience working in a school setting, which could include specialist provision
- Experience of working with parents and the community as partners in learning
- Experience of working with non-teaching and support staff

Personal attributes

- Adaptability to changing circumstances and ideas
- Energy and enthusiasm
- Reliability
- Effective interpersonal skills, to be able to work as part of a team

Notes

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.

TEACHER STANDARDS Professional conduct Preamble						
Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills as teachers up-to-date & are self-critical; forge positive professional relationships; & work with parents in the best interests of their pupils.						
Professional Area		M2	M4	M6	UP\$1	UP\$3
Professional Conduct	Preamble	M2: Meets all the standards	M4: Meets all the standards	M6: Meets all the standards	UPS1: Meets all the standards	Meets all the standards
Professional Practice	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	M2: <i>All teaching good or better</i>	M4: <i>All teaching good and elements of outstanding</i>	M6: <i>All teaching good, some outstanding</i>	UPS1: <i>All teaching good more outstanding</i>	UPS3: <i>All teaching good; majority outstanding</i>
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	M2: <i>Most pupils achieve in line with school expectations</i>	M4: <i>almost all pupils achieve in line with school expectations</i>	M6: <i>almost all pupils achieve in line with school expectations; some exceed them</i>	UPS1: <i>almost all pupils achieve in line with school expectations; most exceed them</i>	UPS3: <i>almost all pupils achieve in line with school expectations; majority exceed them</i>
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	M2: <i>Positive working relationships with pupils, parents & colleagues</i>	M4: <i>These relationships are securely focussed on improving provision for pupils</i>	M6: <i>Professional relationships with pupils, colleagues & staff lead to excellent class provision</i>	UPS1: <i>Plays a proactive role in building key stage teams to improve provision & outcomes</i>	UPS3: <i>Plays a proactive role in building school wide teams to improve provision & outcomes</i>
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	M2: <i>Able, with support, to identify key professional development needs & respond to advice & feedback</i>	M4: <i>Takes a proactive role in accessing relevant support & professional development from colleagues</i>	M6: <i>Fully competent practitioner able to keep up-to-date with changes & adapt practice accordingly</i>	UPS1: <i>Plays a proactive role in leading the professional development of Key Stage colleagues</i>	UPS3: <i>Plays a proactive role in leading the professional development of colleagues across the school</i>
Personal & Professional Conduct		M2: <i>Meets all the standards</i>	M4 <i>Meets all the standards</i>	M6 <i>Meets all the standards</i>	UPS1 <i>Meets all the standards</i>	UPS3 <i>Meets all the standards</i>
	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	2.1(1) Treating pupils, parents & colleagues with respect & dignity 2.1(1) Observing proper boundaries, appropriate to a teacher's professional position; 2.1(2) Following our school's safeguarding procedures; 2.1(3) Being tolerant of & respectful towards the rights & viewpoints of others; 2.1(4) Not undermining fundamental British values such as democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs; 2.1(5) Making sure that personal beliefs are not expressed in ways which exploit pupils' vulnerability; 2.2 Following school policies & procedures; 2.2 Promoting & demonstrating high standards of behaviour both in the classroom & around school; 2.2 Upholding Christian values 2.2 Being punctual 2.2 Having high levels of attendance 2.3 Understanding & always acting within, the statutory frameworks which set out your professional duties & responsibilities.				