



DURHAM TRINITY SCHOOL & SPORTS COLLEGE

CLASS TEACHER JOB DESCRIPTION

Name		Post	Generic SEN Teacher
The contractual framework for a teacher is taken from the School Teachers' Pay and Conditions Document 2018. To work within the framework of teachers' standards (Annex 1 of the School Teachers' Pay and Conditions Document 2018).			
Reporting to:	Pathway Leaders, SLT		
Responsible for:	The provision of an appropriate semi-formal curriculum. The deployment and supervision of the work of teaching assistants relevant to their responsibilities		
Liaising with:	Headteacher, Senior Leadership Group, teaching and support staff, LA representatives, external agencies, parents and Governors.		
Working Time:	195 days per year. Full Time.		
Salary/Grade:	M1 to UPS3 and lower SEN		
Disclosure Level	Enhanced DBS		

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times 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 and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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 Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching and Learning

- Deliver the curriculum as relevant to the age, SEND and ability group/subject/s that you teach using a variety of teaching and learning styles to engage all pupils.

- 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 pupils' you teach
- Be aware of pupils' capabilities, their level of emotional development and prior knowledge in order to plan teaching and differentiate appropriately.
- Demonstrate knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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 pupils' progress
- Participate in arrangements for preparing pupils for external examinations/accreditations (where appropriate).
- To keep abreast of academic and pedagogic developments in the subjects you teach and coordinate by attending courses as necessary.
- To be aware of up-to-date pedagogy and ensure that the most appropriate communication methods are used to meet the needs of all learners.
- To ensure that schemes of work are up-to-date, meet statutory and examination board/accreditation requirements and are available to staff and parents (via website).
- To contribute to case studies for pupils you teach to support data analysis.
- To analyse pupil data to then implement relevant intervention strategies, whilst completing required paperwork to enable interventions to be tracked and monitored to enable the effectiveness of interventions to be measured
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback(if appropriate), reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- To report on pupil progress using the school's agreed assessment systems and reporting formats to leaders, parents, governors, local authority and DfE.
- Set homework(if appropriate) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour, Emotional Wellbeing and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for positive behaviour with a range of strategies, using praise, consequences and rewards consistently and fairly; reflecting the school behaviour and emotional wellbeing policy.
- Promote the safety, well-being and self-esteem of all pupils.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- To ensure pupils pen portraits, engagement plans, behaviour and risk assessments are up to date and include all relevant information to support the pupil's safety, wellbeing and to reach their full potential/academic success.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- 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 behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- To perform supervisory duties in accordance with published rotas
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Promote Outdoor Learning and Play (OPAL) to support behaviour and emotional wellbeing whilst ensuring pupils safety.
- To be a teacher for an assigned group of pupils and carry out related duties.
- To understand the importance of the Teacher/Pupil relationship and act as the key supportive adult whilst they are in school
- To celebrate and encourage the achievements of all pupils.

Team working and whole school development 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
- 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
- Contribute positively to the school self-evaluation to support school improvement
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Deploy resources delegated to them.

- 52.7 (Pay & Conditions 2018) Teachers should be required to provide cover in accordance with paragraph 50.7 only rarely and only in circumstances that are not foreseeable.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Establish and maintain effective working relationships with professional colleagues and parents/carers.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate and where appropriate other teachers
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Participate as required in meetings with professional colleagues and parents/carers in respect of the duties and responsibilities of the post.
- Communicate and co-operate with relevant external bodies
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Make a positive contribution to the wider life and ethos of the school

The details of this job description are not exhaustive and other duties relevant to the post, may, from time to time be required without changing the character of the post.

The job description will be reviewed annually with the post holder in line with the School's Appraisal Policy.

Teacher Signed: _____

Date: _____

HT Signed: _____

Date: _____