

## **JOB DESCRIPTION: Class Teacher**

### **Reports To: Headteacher**

**Review and Amendment:** This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Head of School and the post holder.

### **Purpose of Job:**

1. To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all pupils in consultation with the Headteacher.
2. To teach a range of subjects as necessary to ensure the effective delivery of the school's curriculum.
3. In consultation with the Headteacher undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum.

### **Knowledge and Understanding**

Have knowledge and understanding of:

- The school's vision, aims, priorities, targets, curriculum policies and action plans;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- The key features of Autism Spectrum Conditions (ASC), and their impact on learning and development.
- The implications of the code of practice of special educational needs for teaching and learning.

### **Specific Roles and Responsibilities**

- To play a key role in the development of specialist ASC provision within Chestnut Hill School.
- To work with schools, parents, key agencies and the young people with SEN to ensure effective and successful inclusion of pupils.
- To support the development of appropriate teaching approaches, behaviour management, classroom strategies, resources and whole school policies for children with complex needs associated with their autism.
- To initiate and model autism-specific teaching strategies for teachers/teaching assistants in conjunction with colleagues, relating to individual pupils and the whole school.
- To enable access to learning and social opportunities for pupils with ASC through effective teaching, and by supporting pupils and their families.

- To work with a wide range of partners and colleagues within and outside of school in order to deliver and implement a multi-disciplinary approach to support individualised packages for young people with ASC.

### **Planning and Target Setting Expectations**

- Have high expectations of all pupils, and set aspirational yet achievable learning objectives over the short and long term.
- Work with the Headteacher and any other staff to ensure that Individual Education Plans are used to set pupil-specific targets and match tasks and activities effectively to pupils' needs.
- Establish with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of all subjects taught (including Chestnut Hill's autism-specific curriculum), which:
  - take into account the individual needs and abilities of all pupils;
  - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and all forms of harassment and discrimination:
  - are based on a range of comparative information and evidence, including the attainment and progress of pupils;
  - identify realistic and challenging targets for improvement;
  - are understood by all those involved in putting the plans into practice;
  - are clear about the steps to be taken, and criteria for success.

### **Teaching and Managing Pupil Learning**

Ensure

- Curriculum coverage, continuity and progression in all subjects taught for all pupils, including those of higher ability and those with significant special educational needs;
- Clarity is provided regarding objectives in lessons/activities, and effectively convey such information to pupils;
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different pupils;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning
- Provision of a stimulating learning environment, in which displays are relevant, appropriately placed, well maintained and an aid to learning
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and National Curriculum content.
- Effective development of pupils' core literacy, numeracy and information technology skills
- Effective development of pupils' communication, self-regulation and independence.

### **Assessment and Evaluation**

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and set targets for further improvement.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.



- Monitor the progress made by pupils in lessons, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Record evidence of pupils' learning in a variety of ways, and share this information with parents, SLT and other colleagues

### **Pupil Achievement**

- Establish clear targets for pupil achievement and evaluate progress and achievement by all pupils.
- Use data effectively to identify pupils who are making less than expected progress and, where necessary, create and implement effective plans of action to support those pupils.

### **Relations with Parents/Carers and Wider Community**

- Establish a partnership with parents/carers to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, in order to enhance teaching and develop pupils' wider understanding of the world around them.
- Communicate effectively, orally and in writing with parents, Acorn directors, external agencies and the wider community.

### **Managing own Performance and Development**

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.
- Undertake specific training as directed by the school.

### **Managing Resources**

- Establish resource needs and advise the Headteacher of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money.
- Deploy, or advise the Headteacher on the deployment of, support staff involved in the teaching of all subjects, to ensure the best use of subject, technical and other expertise.
- Ensure the safe, effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective and stimulating environment for teaching and learning.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

### **Team Working and Collaboration**

*The post holder will:*

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

### **Other Duties and Responsibilities**

*A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.*

OFG is taking part in a trial of the 4 day Working Week. As such, upon completion of a 6 month probation period, the successful candidate would be eligible to join this wellbeing incentive under the company's most recent policy. If you have any questions regarding this, please contact the school to discuss.