



## JOB DESCRIPTION – Primary and Secondary Phase Class Teachers

Outer London MPR/UPR plus SEN Scale (depending on qualifications and experience)

**Required** Start: Spring Term 2021

**Context** Strathmore is a forward-thinking and innovative special school with a very exciting future ahead of us. We are in new, purpose-built accommodation, co-located with local, inclusive minded mainstream Primary and Secondary schools. We are part of The Auriga Academy Trust with our partner schools, Clarendon and Capella House. The Trust was created in order to extend local SEND provision.

We are a day special school for learners with severe and complex learning difficulties. 60% of pupils have an additional diagnosis of Autistic Spectrum Disorders or have additional physical and sensory disabilities. Our pupils come from all parts of the borough and from neighbouring boroughs. We work closely with our colleagues from Educational Psychology, Health and Social Care to ensure that our learners receive all the support and challenge they need to achieve. Every pupil has an individual learning programme that details what and how they are learning, including input from Speech and Language, Occupational, Physiotherapy and Music Therapy. Our Family Worker provides invaluable support and information to our families. We have very high aspirations for all of our learners and high expectations of ourselves.

*Strathmore School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment.*

### JOB DESCRIPTION

<b>General responsibilities</b>	
	To support the Headteacher with promoting the aims and vision of the school by developing the pupils and by carrying out your duties and responsibilities pro-actively and conscientiously.
	To undertake the duties of a school teacher as specified in the Teacher's Standards and School Teachers Pay and Conditions Document for the current year and having due regard for Strathmore School's vision and School Development Plan.
	To teach a group of students who have severe learning difficulties (SLD)/profound and multiple learning difficulties (PMLD)/ Autistic Spectrum Disorder (ASD), some of who may exhibit challenging behaviour, so that they learn to their full potential.
	To adhere to the school's safeguarding and behaviour support procedures and policies and be seen to actively promote them in all aspects of work.

	<b>Specific Duties</b>
<b>1</b>	<b>Policy and Leadership</b>
a	To plan and assess pupils' learning, using knowledge of school policies, schemes of work, national and local requirements for relevant curriculum areas.
b	To lead and develop one or more curriculum areas throughout the school and provide information, training, support etc., to other members of staff (plus volunteers and students, as appropriate).
<b>2</b>	<b>Management of Teaching and Learning</b>

a	To set high expectations which inspire, motivate and challenge pupils
b	To promote good outcomes by pupils
c	To demonstrate good curriculum area, subject and curriculum knowledge
d	To plan and teach well-structured lessons including use of ICT
e	To adapt teaching to respond to the strength and needs of all individual pupils
f	To be responsible for the forward planning, preparation and arrangements of any Educational Visits (including residential) as per policy notices, in full consultation with the School Leadership Team.
g	The teacher is responsible for the overall planning and management of the individual/group and for developing timetables, in consultation with the School Leadership Team and other colleagues
<b>3</b>	<b>Management of People and Pupils</b>
a	To manage behaviour effectively to ensure a positive and safe learning environment
b	To lead and support teaching assistants, students and volunteers
c	To be responsible for the welfare and pastoral needs of all the students in school throughout the day and for keeping the Head/Deputy/Assistant Headteacher informed of any developments or changes.
d	To work closely with other professionals e.g. Occupational and Speech & Language Therapists, Physiotherapist and implement programmes developed with them.
<b>4</b>	<b>Management of Financial and Physical Resources</b>
a	To organise and maintain a stimulating working environment appropriate for the range of activities taking place and the special educational needs of the pupils
b	To ensure that resources are created, organised and readily available to promote learning for individuals including ICT and access technology
c	To prepare and manage an annual subject development plan including costings
<b>5</b>	<b>Assessment, Evaluation and Quality</b>
a	To make accurate, productive and timely use of assessment
b	To monitor and assess pupils' work and to use assessment to inform planning and identify individual needs.
c	To keep records of pupil progress and track and report achievement in line with school policies and procedures, statutory requirements and those related to External Accreditation and Awarding bodies
d	To participate in arrangements for own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.
e	To continually reflect upon and refine professional practice according to Strathmore school's appraisal policy
<b>6</b>	<b>To fulfil wider professional responsibilities</b>
a	To attend staff meetings as required. These are normally held once a week after school. Other types of meeting may be arranged in addition to these e.g. subject leader meetings, class team meetings, inter-school partnerships
b	To develop positive relationships with parents/guardians and carers and encourage their involvement in their child's education as much as possible.
c	To forge links with other staff, the local schools, other special schools and with community partners.
d	To participate in the wider life of the school by running extra-curricular activities and attending fund raising and social events, promoting positive relationships between staff, home and school.

*To be reviewed annually in line with the Performance Management schedule.*

## PERSON SPECIFICATION- CLASS TEACHER



<b>Education/Qualifications</b>
1. Qualified Teacher Status. 2. <i>Specialist qualifications such as a further degree or diploma, specialist training such as PECS, TEACCH, Makaton are desirable</i>
<b>Abilities/Skills/Knowledge</b>
1. Proven ability to teach SLD /PMLD/ASD students including enabling individual access to learning and resources.
2. A working knowledge of appropriate curricula and assessment systems in order to meet the needs of the individual students with SEND.
3. An ability to devise individual annual and short term outcomes and other personalised learning programmes to meet the student's needs within the agreed syllabus with reference to pupil interest, prior learning and achievement.
4. An ability to maintain, clear, concise, up to date pupil records in accordance with the school's chosen system. (This would include curriculum planning/forecasts/evaluations/ external accreditation portfolios, Annual Review Reports, Care Review Reports and assessments).
5. Ability to lead the class team and supervise, organise and deploy work of other members of staff/volunteers and to oversee and monitor the outcomes.
6. An ability to implement the programmes provided by the multi-professional team including use of individual communication aids.
7. An ability to produce, manage and implement behaviour support plans and manual handling and positioning programmes in liaison with the lead professionals for these areas.
8. Willingness to attend and act on training courses as required by the Headteacher e.g. TEACCH, PECS, Team Teach and Makaton and sometimes to lead in-service training.
9. Knowledge of and ability to lead specific areas of the curriculum. Curriculum leader roles are negotiable but initially candidates will be expected to develop areas currently available.
10. Ability to facilitate the interaction between Strathmore pupils and learners from mainstream schools
11. Ability to reflect on own effectiveness and address own professional development
12. An ability to work collaboratively with parents, carers and the multi-professional team
13. An ability to investigate, plan and implement educational visits and out of classroom activities including residential visits. This will include undertaking risk assessments and organising staffing levels and transport issues relating to this.
14. An ability to adhere to and contribute towards the development of school policies.
15. A willingness to contribute to all aspects of school life and have a flexible, adaptable approach to work.

*Candidates must address each and every point of the Person Specification in their Supporting Statement.*

***Failure to address any or all points may result in the application not being shortlisted for interview.***

*Completed applications should be sent to: [cosborne@strathmore.richmond.sch.uk](mailto:cosborne@strathmore.richmond.sch.uk)*