Educating, Enabling, Evolving, Engaging

Job Description

Title: Class Teacher

Relationships

Responsible to: Principal and the Senior Leadership Team
Responsiblstill e for: Pupils/Practice/Systems
Important Internal Relationships: Governors, Principal, Teaching and support staff at the school, Pupils, Parents
Important External Relationships: Parents, Visitors to the school, Police & Support Agencies, Local Authority

Main Purpose of Job:

To plan, deliver, and evaluate high-quality, highly personalised, teaching and learning for pupils with Severe and Complex Learning needs.
To create a communication-rich environment, strong relationships and enabling approaches, where pupils feel safe, understood and ready to learn.

Main Responsibilities:

Teaching and Learning

- Plan and deliver learning based on individualised outcomes and the Dysart specialist curriculum.
- Use specialist pedagogy (e.g. structured teaching, Intensive Interaction, Attention Autism, sensory approaches) to support engagement and learning.
- Assess, monitor and record pupil progress, using observations and data to inform planning and timely interventions.
- Embed total communication (AAC, symbols, sign, gesture and speech) across all learning.
- Ensure learning is meaningful, motivating and generalised across contexts.

Positive Behaviour Support, Relationships & Regulation

- Build strong, consistent relationships that support engagement, communication and learning.
- Use Positive Behaviour Support (PBS) to understand the function of behaviour and respond appropriately.
- Adapt teaching and environments to support regulation and reduce barriers to engagement.
- Create and maintain capable environments that are predictable, supportive and enable pupils to succeed.
- Contribute to behaviour support plans and consistent team approaches.
- Work collaboratively with colleagues, parents and external agencies to implement effective support strategies for individual pupils.

Assessment, Progress and Impact

- Complete formative and summative assessment to monitor and track pupil progress.
- Use skills ladders to identify next steps and inform planning.

- Monitor progress against individualised outcomes and developmental pathways.
- Adapt teaching and contribute to reviews to ensure continuous progress.

Communication & Partnership

- Work in partnership with families, therapists and other professionals to support pupil development.
- Communicate clearly, consistently and effectively with all stakeholders.

Teamwork and Professional Practice

- Lead and support classroom staff to deliver consistent, high-quality practice.
- Model strong practice in teaching, communication and Positive Behaviour Support.
- Contribute to a culture of reflection, collaboration and continuous improvement.
- Engage in professional development and whole-school training.

Safeguarding

- Safeguard and promote the welfare of all pupils at all times.
- Maintain high professional standards in line with school and statutory expectations.

Other requirements of the post

- Follow the School Handbook, Code of Conduct and associated policies, modelling consistent and professional practice.
- Undertake duties reasonably requested by the Senior Leadership Team that are commensurate with the role and grading.
- Engage positively in training, supervision and professional development to strengthen practice.
- Maintain professional, respectful and collaborative working relationships.
- Uphold confidentiality and always handle sensitive information appropriately.

Training can include:

- Attending all whole school INSET days/twilight sessions.
- Attending external training courses which relate directly to the role.

Whole school responsibilities

- Uphold and promote the school's values and Positive Behaviour Support (PBS) approach, ensuring practice is grounded in dignity, respect and positive relationships.
- Contribute to a safe, inclusive and supportive school environment where all pupils are supported to engage and thrive.
- Share responsibility for safeguarding and promoting the welfare of children and young people, in line with statutory guidance and school procedures.
- Work collaboratively with colleagues across the school to support consistency of practice and positive outcomes for pupils.
- Comply with all Trust and school policies, procedures and professional standards, including those relating to behaviour, health and safety and equal opportunities.
- Engage in whole-school development, training and reflective practice as appropriate to the role.

Person Specification
Class Teacher

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. Please state, **in numerical order**, how you meet the following selection criteria. Candidates will be short listed entirely on the basis of the extent to which they meet the criteria in their application form. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Qualified Teacher Status (QTS) or equivalent	Essential
	SEN or relevant postgraduate qualification	Desirable
	Evidence of recent safeguarding training	Essential
Experience / Knowledge	Experience working with pupils with SLD and/or complex needs	Essential
	Experience teaching in a specialist or inclusive setting	Essential
	Understanding of total communication approaches	Essential
	Understanding of Positive Behaviour Support (PBS)	Essential
	Knowledge of person-centred planning and individualised outcomes	Essential
	Knowledge of specialist pedagogy for pupils with complex learning needs	Essential
	Experience working with families and multi-agency professionals	Essential
Skills & Abilities	Ability to deliver highly personalised learning	Essential
	Ability to create environments that support engagement and regulation	Essential
	Ability to lead and manage a classroom team effectively	Essential
	Excellent communication and interpersonal skills	Essential
	Ability to reflect on and improve practice	Essential
Personal Attributes	Commitment to inclusive, values-led education and improving quality of life	Essential
	Builds positive relationships with pupils, families and colleagues	Essential
	Calm, consistent and empathetic approach	Essential
	Reflective, resilient and solution-focused	Essential
	Collaborative and adaptable	Essential
Additional Factors	Commitment to safeguarding and promoting the welfare of children and young people	Essential

	Willingness to engage in training, supervision and professional development	Essential
	Commitment to contributing to whole-school development and consistent practice	Essential