



JOB DESCRIPTION

Job Title:	ARB Class Teacher
Salary:	Main Pay Range M1 to M6 or Upper Pay Range UPR1 to UPR3 (dependent on experience) with a special educational needs (SEN) allowance
Responsible to:	ARB Lead Teacher / SENCO / Headteacher / Deputy Headteacher
Direct Supervisory Responsibility for:	SEN Staff within the ARB provision
Important Functional Relationships: Internal/External:	TPAT, Local Monitoring Committee, Teachers, Support Staff, Pupils, Students, Parents/Carers, Governors, Trustees, External Professional Bodies

Main Purpose of the Job:

As a member of the ARB teaching team you'll be an experienced SEN teacher with a passion for supporting pupils with special educational needs to access their full potential as part of a mainstream school.

All pupils who access the ARB provision have an EHCP with a range of special educational needs.

Working closely with the ARB Lead, SENCO and other senior colleagues, you'll use your classroom skills to manage provision in your class and to provide support to others to ensure the best possible learning and personal outcomes for young people with SEN needs in a mainstream environment.

This is a diverse role that will see you working alongside the ARB Lead, planning for and teaching pupils across the full secondary age range, but with an understanding of the different levels at which pupils access their academic learning.

You will have responsibility for planning engaging topics and lessons which cover the full secondary curriculum, ensuring TAs are appropriately deployed so that all pupils are supported and can reach their full potential while engaging with other professionals to ensure pupil's targets are met.

You will be an out of the box thinker who can plan creative activities which engage pupils while helping them to move forward within their learning. Inclusive practices are at the heart of all that we do here and you will also be working alongside mainstream colleagues to ensure pupils have opportunities to engage with their mainstream link classes.

You will use a range of assessment formats including B-Squared and the National Curriculum to track pupil's progress. We aim to ensure all pupils can apply their skills outside of the classroom. As part of the ARB team you will be leading trips out with the pupils and taking learning outside of the classroom where pupils can use the skills they have learned.

We celebrate the tiny steps along with the gigantic ones, one person's tiny steps are another's gigantic ones. Being able to share in each pupil's progress is at the heart of what we do.

- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Be responsible for the learning and achievement of all pupils in the class-ensuring equality of opportunity for all;

- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Carry out assessments of pupils with SEN to identify needs and monitor progress, including observations in the classroom and meeting with teachers and parents;
- Work with parents and relevant external agencies to develop, implement and monitor individual support / learning plans;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school;
- 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*.

Main 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. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach;
- 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 and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating 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;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English;
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies eg 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;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, 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;
- Set homework 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*.

SEN Teaching and Learning

- Identify and adopt the most effective teaching approaches for SEN pupils;
- Monitor teaching and learning activities to meet the needs of SEN pupils;
- Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils;
- Promote inclusion best practice and contribute to the aims and ethos of the school and when possible, attendance at school events;
- Teach either individuals or small groups of pupils within, or outside, the class;
- Prepare lessons and resources;
- Mark and assess work;
- Develop and adapt conventional teaching methods to meet the individual needs of pupils;
- Use special equipment and facilities, such as audio-visual materials and computers to stimulate interest in learning;
- Collaborate with the ARB Lead Teacher to define appropriate activities for the pupils in relation to the curriculum;
- Assist in severely disabled pupils' personal care/medical needs.

Recording and Assessment

- Set targets for raising achievement among SEN pupils and other groups as appropriate;
- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate;
- Keep parents informed about their child's progress through individual meetings and at parents' evenings;
- Prepare EHCP review paperwork and attend annual reviews for students within the class group;
- Provide regular updates on pupil progress through written reports and meetings with parents;
- Make referrals and liaise with professionals outside of the school – this could include social workers, psychologists, health and social care providers, speech and language therapists and occupational therapists;
- Support ARB Lead Teacher to develop schemes of work and learning programmes for pupils with SEN;
- Support ARB Lead Teacher to develop and implement effective teaching and behaviour management approaches in the classroom;
- Maintain systems for keeping pupil records, ensuring information is accurate and up to date;
- Analyse school, data and develop appropriate strategies and interventions;
- Keep up to date with national and local policies related to SEN and cascade information to colleagues;
- Provide training opportunities for teaching assistants and teachers to learn about Inclusion;
- Disseminate good practice in Inclusion across the school;
- Identify resources needed to meet the needs of SEN pupils;
- To be responsible for the supervision and organisation of SEN teaching assistants;
- Support pupil progress meetings, recording agreed provision within provision maps;
- To be involved in the appointment of SEN teaching assistants;
- To work with the Lead ARB Teacher and other key staff on developing the effectiveness of transition arrangements;

- To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff as necessary;
- Attend statutory annual reviews or other related meetings, such as Looked after Child (LAC) reviews, regarding students with SEN, which may involve reviewing education, health and care (EHC) plans;
- To attend appropriate training, CPD and conferences and provide feedback to colleagues;
- Model good practice in teaching pupils with SEN including those with severe complex needs;
- Alongside the ARB Lead Teacher, develop links with the LGB, the Local Authority, the Trust, external agencies and neighbouring schools.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- 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;
- Carry out ARB playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working 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;
- Cover for absent colleagues within ARB and within the remit of the current *School Teachers' Pay and Conditions* document.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

PERSON SPECIFICATION – ARB Class Teacher

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Undergraduate Degree in any subject and a postgraduate teaching qualification (PGCE) or equivalent Qualified Teacher Status		Application Certificates
Skills and Experience	Experience of teaching and supporting pupils with SEN Excellent communication and interpersonal skills Behaviour management skills, with the ability to manage confrontation and challenging behaviour Initiative and problem solving skills Observant and responsive approach	Experience in different settings and with pupils of different ages Knowledge of current education and professional developments and an understanding of their	Application Interview Assessment

	<p>Ability to create a stimulating and safe learning environment</p> <p>Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach</p> <p>Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress</p> <p>To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers</p> <p>Ability to successfully deploy a wide range of effective behaviour management strategies</p> <p>High level of oral and written communication skills and an ability to work in partnership with other staff</p>	application in a whole school context	
Specialist Knowledge and Skills	<p>Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners</p> <p>Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>		Application Interview Assessment
Behaviours and Values	<p>Strong professional relationships with parents and pupils</p> <p>Confident team working skills to liaise with internal and external professionals</p> <p>Ability to be cheerful, flexible and have a good sense of humour</p> <p>A positive, energetic and enthusiastic outlook</p> <p>Patience, understanding and empathy with pupils and parents</p>		Application Interview Assessment

	<p>Evidence of being a team player</p> <p>Two fully supportive references from appropriate sources</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p>		
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