Post title:	**Class Teacher**
Salary and grade:	**MPS – UPS + SEN 1**
Line manager/s:	**Headteacher**

Main purpose of the job:

To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the school's values, aims and policies.

To undertake tasks related to the development of a curriculum area.

Key duties and responsibilities

Safeguarding

- Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

- It is our collective responsibility to protect all children from physical, sexual, emotional harm and neglect. At Bents Green there is a whole staff commitment to safeguard children. At Bents Green we promote the welfare and safety of all our children and we take any suspicions, allegations or concerns about children seriously. We will follow the Sheffield Child Protection Policy. This may require us to record relevant information and liaise with appropriate agencies.

Specific Duties and Responsibilities

- Meet and uphold the standards outlined in the DfE Teachers' Standards, applied thoughtfully within a specialist SEND and autism context. Plan, prepare and deliver learning that is highly personalised, inclusive and responsive to pupils' individual strengths, needs and developmental stages across EYFS, primary, secondary and Post-16.
- Demonstrate a secure understanding of autism, including communication differences, sensory processing, emotional regulation and the impact these have on learning and behaviour.
- Plan and teach well-structured, engaging learning experiences that promote curiosity, independence, confidence and positive attitudes to learning.
- Set high expectations for all pupils by establishing calm, safe and stimulating learning environments rooted in strong relationships, mutual respect and consistency.
- Demonstrate secure subject and curriculum knowledge appropriate to the phase taught, including:
    - Promoting high standards of literacy and numeracy
    - Understanding of systematic synthetic phonics, early reading and early mathematics where developmentally appropriate
    - Ensuring curriculum content is meaningful, relevant and ambitious
- Create purposeful, well-organised learning environments and provision that support regulation, engagement and independence, and contribute positively to shared areas of the school.
- Promote strong progress and outcomes by:
    - Being accountable for pupils' attainment, progress and personal development
    - Building effectively on prior learning and individual starting points
    - Demonstrating a clear understanding of how autistic pupils learn
- Assess, record and review pupils' progress in line with statutory requirements, EHCP outcomes and the school's assessment policy, including reporting to parents and carers.

- Manage behaviour effectively and in a trauma-informed way, using clear routines, relational approaches and proactive strategies to support emotional safety and positive behaviour.
- Work collaboratively with teaching assistants, therapists and other professionals to support pupils' learning, wellbeing and holistic development.
- Make a positive contribution to the wider life, values and ethos of the school.
- Work in line with agreed school policies, curriculum frameworks and schemes of work.
- Complete required administrative duties, including maintaining accurate attendance and records.
- Contribute to meetings, professional dialogue and whole-school systems that support effective practice.
- Take responsibility for a designated area of the curriculum, contributing to its development, monitoring and impact.
- Support enrichment opportunities, including extracurricular and wider learning activities, where appropriate.
- Contribute to curriculum review, quality assurance activities (including work scrutiny) and school self-evaluation.
- Provide information and reports to support school improvement planning as requested.
- Support colleagues through collaboration, sharing good practice and contributing to training where appropriate.
- Engage fully in professional development, reflection and action planning.
- Coordinate the effective use of resources to support high-quality teaching and learning.
- Promote curriculum areas within the school community, including through displays and published materials.
- Undertake additional duties as reasonably required by the Executive Head and Head of School.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications	Qualified Teacher Status	x	
Experience	Experience of successful teaching or evidence of successful completion of initial teacher training	x	
	Experience of working in a Specialist setting, and knowledge of Autism		x
	A clear understanding of relevant curriculum and frameworks.	x	
	Evidence of regular and appropriate professional development	x	
	Understanding of curriculum requirements for assessment, recording and reporting of pupil's attainment and progress.	x	
	Demonstrate the ability to plan, prepare and deliver Learning and Teaching in line with school policies.	x	
	Understand inclusive practices to meet the needs of all children.	x	
	Demonstrate how you would promote parent partnership working.	x	
	To demonstrate an understanding of all cultural and social diversity and its impact on teaching and learning.	x	
	Demonstrate an understanding of inclusive practices in order to meet the needs of all children.	x	
	The ability to monitor pupil progress, use results to inform planning and have high expectations of all pupil's achievement.	x	
	To embrace collaborative learning and the sharing of good practice in school and beyond.	x	
	To support school improvement priorities.	x	
	Good written and oral communication skills	x	
	Good presentational and ICT skills	x	
	Clear and effective in meetings and discussions	x	
Personal Effectiveness	Able to effectively promote the school's ethos and vision	x	
	Be committed and determined.	x	
	Able to work under pressure and is capable of handling and demanding workload and successfully, prioritising work.	x	
	Have flexibility, sensitivity and tact.	x	
	Commitment to ongoing and professional development	x	