Post title	Class Teacher – Primary Specialist
Salary and grade:	MPS / UPS plus SEN allowance
FTE:	£34,069– £52,835, plus SEN £2,885
Line manager/s:	Head of Department / Senior Leadership Team

Main purpose of the job:

To ensure the effective education of the pupils in the assigned classes in line with the schemes of work, objectives, and policies of the relevant department and with whole school policy.

Key duties and responsibilities

Professional Duties

- To establish, develop and implement policy and schemes of work for their subject\ class in accordance with the National Curriculum and other appropriate curriculum documents, in line with school policy and recent inspection and research evidence.
- Demonstrate a thorough and up to date knowledge of appropriate curriculum developments, relevant to their work.
- To lead ICT throughout the school.
- To plan, prepare, deliver and review lessons and other activities with the aim of ensuring the effective learning of all students.
- To contribute to whole school curriculum development particularly the ICT curriculum.
- Employ varied methods of teaching and learning, appropriate to the abilities of the pupils.
- To take part [as may be required], in the review, development and management of activities relating to curriculum, organization and pastoral functions of the school.
- To co-ordinate or manage the work of other staff.
- To attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed, before during or after school sessions.
- Have a strong understanding of the preparation for adulthood framework.

Assessment, reporting and recording.

- To monitor and evaluate progress, achievement and attainment of all pupils identifying clear targets for improvement.
- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- Maintain effective records of the progress of classes and of individual pupils
- Consult with parents and professionals regarding progress and attainment.
- To understand and monitor the EHCP process including to participate in person-centered reviews.

- **Resources**
- To establish, maintain and develop appropriate resources for the teaching of their subject[s]and provide a stimulating environment.

Personnel

- Maintain an awareness of and adhere to equal opportunities and relevant health and safety policies and procedures.
- To develop effective working relationships with all staff.
- Participate as appropriate in liaison with staff, other professionals' pupils, parents, governors etc.
- To attend all staff meetings as reasonably required
- Demonstrate responsibility for their own professional development and use the outcomes to improve teaching and pupils learning.
- Participating in arrangements for the appraisal of their performance management.

Appendix
Additional Requirements for Post Threshold Teachers
Performance Threshold standards.

National Standards for Threshold Teachers
Threshold teachers are effective professionals who are through in their curricular knowledge, teach and assess effectively, take responsibility for their professional development and have pupils who achieve well.

Knowledge and Understanding
- Teachers should demonstrate that they have a thorough and up to date knowledge of their subject [s] and take account of wider curriculum developments which are relevant to their work.

Teaching and Assessment
- Teachers should show that they consistently and effectively plan lessons and sequences of lessons to meet pupils learning needs.
- Teachers should demonstrate that they consistently and effectively use a range of appropriate strategies for teaching and classroom management.
- Teachers should demonstrate that they consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitoring progress to give clear and constructive feedback.

Pupil Progress
- Teachers should demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupil's prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.
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Wider Professional Effectiveness
- Teachers should demonstrate that, they make an active contribution to the policies and aspirations of the school.
- Teachers should demonstrate that, they take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning.

Professional Characteristics
- Teachers should demonstrate that, that they are effective professionals who challenge and support all pupils to do their best through
- Inspiring trust and confidence
- Building team commitment
- Engaging and motivating pupils
- Analytical thinking
- Positive action to improve the quality of pupils learning

General

- Participate in training and other professional development as identified through the appraisal process.
- To be familiar and comply with all relevant Health and Safety, Child protection, Management of Risk, Operational, Personnel, Data Protection and Financial Regulations, policies and procedures.
- To identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets.
- To ensure equality of opportunity is afforded to all persons both internal and external to the school, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities, commensurate with the grade of the post, as may be reasonably assigned to them by the Senior Leadership Team

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 & Skills	Qualified teacher status	✓	
	GCSE Grade C or above in mathematics or English or equivalent qualification	✓	
	Willing to undertake regular training and professional development as and when required	✓	
	Working knowledge of SEND Code of Practice 0-25 years		✓
	Has experience of teaching children or young people with SEND including Autism in a mainstream, resource base or special school setting	✓	
	Ability to teach all subjects.		✓
	Willing to lead a non-core subject		✓
Knowledge & Understanding	Knows how to use ICT effectively to enhance learning and communication	✓	
	Knows how to use social stories, PECS and/or Makaton to support communication and understanding		✓
	Understands that pupils with SEND may experience persistent differences with social interaction, social communication and understanding emotions	✓	
	Understands barriers to completing homework and sitting tests and exams for pupils with SEND conditions and knows how to support pupils to break down barriers	✓	
	Knows how to use personal interests and strengths to motivate pupils to engage in learning	✓	
	Knowledge of accreditation routes		✓
	Have a good understanding of phonics and how it can be adapted to suit SEND children	✓	

		Essential	Desirable
Personal Qualities and Attributes	Is able to provide and maintain visible and predictable structure for pupils	✓	
	Is able to provide opportunities for pupils to apply learning in different contexts and situations	✓	
	Able to provide pupils with clear boundaries and consistent support with engagement, learning, emotional regulation, sensory needs and behaviour management	✓	
	The ability to use restorative approaches to minimise conflict and build and maintain effective partnership working with pupils and parents	✓	
	Able to facilitate pupil participation and involvement in all aspects of school life	✓	
	Able to effectively role model what is expected of others	✓	
Safeguarding	Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children	✓	
	A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓	
	An understanding of and commitment to equal opportunities issues both within the work place and the community in general	✓	
	A criminal records check at and enhanced level	✓	
	Exempt from the rehabilitation of Offenders Act, 1974 (All spent convictions to be declared)	✓	
Personal Qualities and Attributes	Excellent interpersonal skills with the ability to enthuse and motivate others .	✓	
	Self-reflective practitioner	✓	
	Ability to prioritise	✓	
	Ability to work under pressure	✓	
	Dynamic, positive, creative and constructive	✓	
	Open and approachable	✓	

		Essential	Desirable
	Conscientious, honest and reliable	✓	
	Child centred	✓	
	Capacity to make dynamic risk assessments and remain calm in challenging circumstance	✓	