



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE:	Primary Teacher
SCHOOL/SECTOR:	The Cabin @ William Leech C of E Primary School
SALARY:	MPS/UPS + SEN Point (This post is not suitable for ECTs)
RESPONSIBLE TO:	Head of School/SENDCo

PURPOSE OF JOB:

The basic duties of a teacher as outlined in the latest School Teachers' Pay and Conditions Document.

- To teach and care for the pupils with special educational needs assigned to you as a classroom teacher, in accordance with the school aims and in pursuit of high standards of pupil achievement – emotionally, academically, physically and socially.
- To ensure pupil entitlement to the national curriculum
- To ensure pupil entitlement to the long-term objectives and provision in Sections E and F of the pupil's EHCP and other professional advice.
- To create a caring, nurturing, responsive and positive classroom atmosphere conducive to effective learning for children with complex and significant special educational needs.
- To help all pupils achieve and realise their potential as they prepare for adulthood.
- To ensure that all pupils observe the code of conduct.

EMPLOYMENT DUTIES:

Adhere to all school policies appertaining to:

- Classroom management, including issues of health and safety.
- Target setting.
- Marking, assessing, recording and reporting.
- Pastoral care.
- Carry out supervisory duties in accordance with published schedules and procedures and maintain professional credibility at all times.
- Be proactive in personal professional development.

Key tasks

- Fully use curriculum guidance, individual pupils' EHCPs and other professional advice, policy documentation and the staff handbook.
- Attend and contribute to staff meetings and training within the special support base, the school and the Trust.
- Consult with Head of School and other senior staff when guidance/advice is required.
- Contribute towards the goals and targets of The Cabin and school's strategic plan.
- Ensure that punctuality, professional conduct and effectiveness are observed at all times.
- Maintain a professional interest in educational initiatives relevant to your age-range focus and the pupils' special educational needs.
- Consult with Head of School and other senior staff on any issue relevant to personal professional development, in line with the school's strategic plan and performance management policy.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

All staff participate in the school's performance management scheme.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. You may be required to carry out additional duties/tasks commensurate with level of this role. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



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Post Title: Primary Teacher (This post is not suitable for ECTs)	Department: The Cabin at William Leech		Assessment Method
	Essential	Desirable	
Experience	<ul style="list-style-type: none"> • A flexible approach to teaching with the capacity to implement change in terms of both innovation and consolidation of Best Practice • Experience of working with and teaching pupils with special education needs • Experience of the SEND Graduated Approach including preparing documents for EHCP reviews • A commitment to multi-team working, coupled with a pro-active and independent approach to personal professional development • High expectations of self, colleagues, community and pupils • Ability to maintain a healthy work life balance and to support others in doing so • A passion for learning in all aspects of life and for all • A commitment to implement and promote 	<ul style="list-style-type: none"> • Working with a similar community • Teaching in a range of Primary age groups • Teaching pupils with social, emotional and mental health and speech and language needs • Implementing De-escalation and Physical Intervention techniques • Working with children at risk of suspension/exclusion • Working with children who have experienced trauma and adverse childhood experiences • Managing other colleagues • Achieving high standards in terms of pupil outcomes in achievement, attainment and attitude to learning • Innovative and inclusive educational practice including successful adaption of the curriculum and 	

	<p>Academy policy in all matters</p> <ul style="list-style-type: none"> • A commitment to the ethos and values of the Academy 	<p>bespoke curriculums</p> <ul style="list-style-type: none"> • The use of ICT and other learning technology to promote high-quality learning • Experience of liaising with external professionals and implementing their advice to benefit pupil outcomes 	
Skills & Competencies	<ul style="list-style-type: none"> • A sound professional knowledge of and personal commitment to the use of both established and innovative educational theory and philosophy in everyday practice • The capacity to take on and implement new ideas and adopt proven and successful practices on the basis of professional development 	<ul style="list-style-type: none"> • Well-developed ICT and learning technology skills combined with the desire and ability to use them effectively in the classroom and beyond • A thorough understanding of how pupil data, including that for performance should be used to raise standards in all aspects of pupil lives • Statutory legislation and guidance relating to education, including the National Curriculum, National Frameworks. The SEND Code of Practice and Every Child Matters • Makaton and other communication aids and programmes • Thrive approach 	
Knowledge & Qualifications	<ul style="list-style-type: none"> • Qualified teacher status/eligibility for GTC recognition 	<ul style="list-style-type: none"> • Higher degree • Additional relevant, certified/accredited study in education and special educational needs 	

		<ul style="list-style-type: none"> • Additional certified/accredited study • An additional degree to that accruing QTS status 	
Physical, mental and emotional demands	<ul style="list-style-type: none"> • Positive, empathetic and nurturing outlook • Commitment to helping provide a high-quality service to vulnerable children and their families • Great energy and enthusiasm • Ability to lead colleagues by example • Loyalty, honesty, drive, determination and perseverance • Resilience and strength under challenging situations 	<ul style="list-style-type: none"> • A sense of humour and joy 	
Other	<ul style="list-style-type: none"> • Willingness to participate in training and development 		