

THE GARWOOD FOUNDATION

- POST:** Class Teacher (qualified)
LOCATION: Rutherford School
- HOURS:** Monday to Friday - 8.30am to 4.00pm (directed hours on site) however additional hours may be required in line with professional expectations for the role.
- SALARY:** Dependent on experience
- HOLIDAYS:** To be taken during the school closure period
- RESPONSIBLE TO:** Head of School
- REPORTING TO:** Teaching and Learning Lead
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ROLE OF RUTHERFORD SCHOOL:

Rutherford School is a charity owned specialist school for children and young people with PMLD and complex health needs from 3-25.

PURPOSE OF THE JOB:

We are seeking an outstanding SEND teacher to be part of the development of the school and provide creative, engaging and ambitious learning experiences for the students in your class and across the school.

As an excellent SEND teacher, and a reflective practitioner, you will be part of a dynamic team that builds on the school's successes and will help move it into its next phase of development.

Specific Responsibilities:

A. Achievement and standards

- Maintain high standards of classroom practice in direct teaching, planning, assessment and reporting
- Set high expectations and monitor outcomes for your area of responsibility
- Ensure a consistent and continuous focus on student progress and wellbeing using data to track and monitor the progress of student's learning.
- Continuously monitor and evaluate the effectiveness of learning outcomes
- Strategically lead, alongside the head teacher, the teaching and learning of the school to an Ofsted rating of 'Outstanding'

Professional Standards- Attributes, Knowledge and Understanding

- Commitment to a collaborative school vision of excellence and equality that sets high standards for every student.
- Ability to analyse and evaluate performance data.
- Demonstrate and articulate high expectations and set stretching and appropriate targets for students.
- Take appropriate action when performance is unsatisfactory within their specified areas of responsibility.
- Have an well-informed understanding of the assessment.
- Keep abreast of developments in the PMLD field and demonstrate a commitment to innovation in approach to teaching and learning.
- Implement and follow school policies and procedures as approved by the Head teacher, the school management team or Governors.
- Model professional conduct and behaviour at all times
- Contribute to and ensure all EHCP paperwork is up to date for all students in your class
- Manage a team of teaching assistants within your class
- Work professionally and productively as part of an MDT team to ensure the needs of the students in your class are met

B. Quality of Provision

- Demonstrate a high quality of teaching to assigned pupils so that lessons are good or better and there is no inadequate teaching.
- Ensure that planning, preparation, recording, assessment, accreditation and reporting meet the varying learning and social needs of the pupils
- Contribute to the development of appropriate and effective curriculum, resources, activity plans and teaching strategies to meet the needs of the pupils at the school

- Develop high quality teaching materials and strategies
- Contribute to and implement effectively appropriate assessments, annual reviews, other school-related reviews and Support Plans.
- Set realistic and challenging targets for pupils learning based on information and accurate assessment of each pupil
- Ensure there is appropriate pastoral support for each child.
- Consult with staff over individual pupils and co-operate with agreed courses of action.
- Be responsible for the condition of the teaching space used and report any damage to fixtures or fittings to the appropriate person.
- Where appropriate to use ICT to support learning and teaching and raise standards.
- Maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school.
- Maintain an accurate register of pupils' attendance.
- Provide an appropriately stimulating classroom environment where resources can be accessed by all pupils.(with regard to the visual needs of the pupils)
- Comply with the school's Safeguarding policy and Health and Safety policy and undertake risk assessments as appropriate.
- Ensure the personal care and hygiene needs of pupils are met and to participate in appropriate training.
- Implement the principles of equal opportunities with regard to the religious, cultural and social needs of the children, their families and staff.
- Any other duties commensurate with the role of teacher at Rutherford School

C. Leadership and Management

- Maintain clear expectations, high standards of professionalism and collaboration to meet the School Improvement Planning priorities
- Ensure the effective and efficient use of staff who support the delivery of teaching and learning.
- Take part in community and liaison activities such as Open days, Parents/ Carers events and liaison with external partners.
- Attend and participate in all relevant meetings.
- Understand, implement and maintain the requirements of the Ofsted framework and Independent School requirements for inspections as directed by your line manager
- Lead Annual Review meetings where deemed necessary
- Maintain up to date records and documentation and keep abreast of new initiatives and developments in your allocated subject area

Professional Standards - Attributes, Knowledge and Understanding

- Prioritises, plans and organises themselves and others

D. Personal Development and Well-Being

- Treat all members of the school community fairly, equitably and with respect to create and maintain the Academy ethos
- Ensuring the safeguarding of all students through the implementation of effective policies and procedures
- Ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations

Professional Standards - Attributes, Knowledge and Understanding

- Have a commitment to choice and flexibility in learning to meet the needs of every student
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of students
- Work effectively with relevant agencies to protect children

E. Views of Learners, Parent/Carers and other Stakeholders

- Ensure an effective partnership with parents and carers to support students' wellbeing and progress
- Ensure parents and carers are well informed about their child's progress, wellbeing and targets and their part in the process of improvement
- Communicate effectively with the parents/carers of pupils and with external agencies.

Professional Standards - Attributes, Knowledge and Understanding

- Create and maintain an effective partnership with parents and carers to support and improve students' academic and personal development
- Recognise and takes account to the richness and diversity of the school's community
- Listen to, reflects and acts on community feedback
- Build and maintain relationships with parents, carers and the community that enhances the education of all students

F. Professional Development

- Keep up to date with current research in school improvement
- Lead professional development activities, as appropriate in your subject area, to update and develop the skills of colleagues
- Provide coaching and mentoring for less experienced colleagues if appropriate

- Participate and engage with the Annual Performance Review process, for the appraisal of own performance and that of other staff.
- Maintain and record your own Continuous Professional development and participate in arrangements and opportunities for continuous professional development for the staff you supervise.

Person Specification

Qualifications:

1. Qualified teacher status.
2. Minimum degree level qualification and willingness to undertake further training.
3. Evidence of recent, relevant professional development

Professional Knowledge and Experience:

- Successful and sustained teaching experience, across relevant Key Stages/SLD/PMLD.
- Understanding of current Ofsted requirements
- Trained in Moving and Handling or willingness to train.
- The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken and written English
- Record of good and outstanding teaching experience
- Understanding of what is required to secure effective teaching and learning to improve student performance in an inclusive environment,
- Knowledge and understanding of recent educational initiatives and the legislative framework
- Knowledge and experience of using ICT to develop teaching and learning
- Able to manage pupil behaviour effectively.
- Experience of managing and/or co-ordinating a classroom staff team.
- Experience of managing teaching resources, including providing an appropriately stimulating classroom.
- Experience of leading, managing and coaching teachers
- Awareness of the current Education Acts and SEN Code of Practice and OFSTED requirements.
- Awareness of legislation and policies on Child Protection and Safeguarding.
- Practical understanding of effective teaching and evaluation strategies.
- Evidence of sustained participation in INSET training, especially special educational needs assessment, planning, teaching or similar.
- Understanding of and commitment to Equality

Skills and Abilities:

- Ability to lead and support a team in curriculum implementation, assessment, and development of materials

- Ability to motivate pupils and staff, setting high standards and provide a focus for improvement.
- Ability to establish and develop good relationships with all staff involved in the school.
- Ability to work effectively as a team member.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Ability to use and act on own initiative
- Ability to reflect
- Ability to communicate effectively in orally and in writing.
- Competent in the use of ICT
- Adherence to the Teacher Standards
- Ability to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 and current legislation.
- Commitment to the school's wider community.
- Commitment to race and gender equality and community cohesion.

Rutherford School is committed safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check. For posts working with pupils who have physical disabilities, it may be an unavoidable core component of the job for the post holder to be capable of Moving and Handling pupils, within school policies and practices.

The above job description is designed to give an overview of the tasks and responsibilities for this position it is not intended to be exhaustive. The Head Teacher or designated Line Manager will meet annually with the post holder to review and ensure that this position remains relevant and in accordance with the evolving needs of the School. The selected individual will be expected to embrace such changes and rise to the challenge of developing their skills over time.

Agreed by:

Post Holder:

Name and Signature:

Date:

Line Manager:

Name and Signature:

Date: