## JOB TITLE: Unqualified Inclusion Based Class Teacher

**REPORTS TO: Headteacher**

## BAND: Unqualified Teacher Scale

**JOB PURPOSE**

To ensure high quality education and care in a designated class and to improve the quality of learning and standards of achievement for all pupils. To carry out the professional duties of a teacher as set out in the current Department for Education guidelines/requirements and school policies under the direction of the head teacher. To have secure and up to date knowledge and understanding of concepts and skills necessary to teach the subject at key stage 3 and GCSE level.

Responsibilities are outlined in paragraphs 1 to 8 below, reference must also be made to the Teachers’ Standards outlined in the School Teachers’ Pay and Conditions Document.

**KEY CORPORATE ACCOUNTABILITIES**

* To actively promote the Trust’s Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
* To maintain awareness of and commitment to the Trust’s Equal Opportunity Policies in relation to both employment and service delivery.
* To fully comply with the Health and Safety at Work Act 1974 etc, the Trust’s Health and Safety Policy and all locally agreed safe methods of work.
* At the discretion of the Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
* To work with colleagues to achieve service plan objectives and targets.
* To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

PRINCIPAL ACCOUNTABILITIES

1. Teaching
* To liaise with subject teachers and Department Leads regarding the learning needs of students in the Inclusion Base
* To deliver lessons to students in the Inclusion Base, individually or in small groups, based on the work provided by the subject areas
* To maintain learning logs for students in the Inclusion Base, and report to the IB Manager
* To mentor students in the Inclusion Base, and support their re-integration into mainstream when appropriate- by attending lessons with the students and managing staged programmes of integration.
* Plan and teach lessons and sequences of lessons to the assigned class(es) within the context of the school’s plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
* Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
* Set and mark work to be carried out by the pupil in school and elsewhere including setting and marking homework in line with school policy.
* Participate in arrangements for preparing pupils for external examinations, including the delivery of intervention sessions.
* To carry out the role of form tutor as required.
1. Whole school organisation, strategy and development
* Contribute to the development, implementation and evaluation of the Trust / school’s policies, practices and procedures in such a way as to support the Trust / school’s values and vision.
* Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
* Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).
1. Health, safety and discipline
* Promote the safety and well-being of pupils in accordance with the Trust’s Safeguarding Policy and other relevant policies.
* Maintain good order and discipline among pupils in accordance with the school behaviour policy.
1. Management of staff and resources
* Direct and supervise support staff assigned to you and, where appropriate, other teachers.
* Contribute to the professional development of other teachers and support staff.
* Deploy resources delegated to you in accordance with Trust / school policies.
1. Professional development
* Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
* Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
1. Communication
* Communicate with pupils, parents and carers in accordance with the Trust / school ethos, policies and practice.
1. Working with colleagues and other relevant professionals
* Collaborate and work with colleagues and other relevant professionals within and beyond the school.
* Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment. Fulfil wider professional responsibilities
1. Fulfil wider professional responsibilities
* Make a positive contribution to the wider life and ethos of the school.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature: …………………………………… Date: ……………… Name in full …………………

**Class Teacher Person Specification**

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| **Qualifications & Experience** | * A relevant degree (or equivalent)
* Evidence of recent and relevant professional development
* Successful teaching experience working with pupils from a range of socio economic backgrounds and with a variety of learning needs
* Experience of working within KS3 & KS4 (Included as part of your training)
* Experience of being a Form Tutor/Pastoral care of students.
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| **Communication** | * Ability to use clear language to communicate information unambiguously
* Ability to listen effectively
* Overcome communication barriers with children and adults
* Establishing effective partnerships with parents/carers
* Excellent interpersonal and communication skills at all levels
* The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents, governors and professional teams and agencies
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| **Working with children** | * Understand and implement the school’s behaviour management policy to ensure a productive and safe learning environment
* Ability to understand and support children with developmental difficulty or disability
* Ability to plan and teach well-structured lessons based upon accurate assessment.
* Understand and support the importance of physical and emotional wellbeing
* Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels
* A passion for ensuring all children and young people achieve to the best of their abilities
* The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
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| **Working with others** | * Understand the role of others working in and with the school
* Understand and value the role of parents and carers in supporting children
* Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
* Know when, how and with whom to share information
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| **Skills, Abilities and Knowledge** | * positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
* The ability to demonstrate good subject and curriculum knowledge
* Excellent organisational and time management skills and an ability to prioritise
* A thorough knowledge and understanding of how children learn, develop and progress through life stages and events
* How IT can be used effectively to motivate children to learn - and to have a level of IT skills.
* How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum
* How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies
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| **General** | * Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools
* Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil
* Good understanding of and commitment to child protection procedures
* Understand procedures and legislation relating to confidentiality
* Be prepared to develop and learn in the role
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