



**61 BRYONY ROAD, LONDON W12 0SP**

**Headteacher: Alan Campbell**

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**Job Description: SEMH Class Teacher**

**Line Manager: Headteacher**

**Pay scale: Main scale plus 1 SEN point**

**Hours: Full Time**

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

### **Core Purpose**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **Part one: Teaching**

A teacher must:

#### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

## **Have high expectations of behaviour, and establish a framework for**

- Discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others and not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers must work in accordance with the Teachers Standards.

Teachers must work with their support staff within class and feedback to them on a regular basis, relaying important information.

Teachers must take responsibility for the management of their classroom and the staff and pupils within it.

Teachers must undertake any training necessary in order to carry out their role.

Support personal care across the school

This list is not exhaustive. You may be asked to carry out other duties as required by your line manager or the senior leadership team.

Signed Post Holder:.....

Dated:.....

## Person Specification

**Post Title:** Class teacher Main Scale

	Essential	Desirable
<b>Qualifications</b>		
Educated to degree level	✓	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	
<b>Experience</b>		
Will have had some experience of teaching in a multicultural inner city environment	✓	
<b>Professional Knowledge and Understanding</b>		
Must have a sound knowledge of SEN and SEMH pedagogy	✓	
A sound knowledge and understanding of appropriate curriculum for SEN and SEMH Learners		✓
An understanding of curriculum and pedagogical issues relating to learning and teaching,	✓	
Familiarity with Assessment for learning strategies	✓	
Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> <li>• Participation and implementation of the School Behaviour Policy</li> <li>• Awareness of Health and Safety implementation in the work place</li> </ul>	✓	

<ul style="list-style-type: none"> <li>Implementation of the school Equal Opportunities Policy</li> </ul>		
Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils	✓	
Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN and SEMH		✓
<b>Professional Skills and Abilities</b>		
A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching	✓	
Must be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Must be able to keep records of pupil progress in line with school policy	✓	
Must be able to use assessments of pupils learning to inform future planning	✓	
Ability to plan and work collaboratively with colleagues	✓	
<b>Personal Qualities</b>		
Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	
A teacher with a flexible approach to work who enjoys being a good team member	✓	
Must have good communication skills both orally and in writing	✓	
Must be able to manage own work load effectively	✓	
Good interpersonal skills, with the ability to enthuse and motivate	✓	

others and develop effective partnerships		
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
To practise equal opportunities in all aspects of the role and around the work place in line with policy	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	
To possess a sense of humour and show “grace under pressure”	✓	