



Job Description

POST:	Class Teacher: Specialist Resource Base
RESPONSIBLE TO:	The Principal and members of Academy Senior Leadership Team (ASLT)
RESPONSIBLE FOR:	Learning Support Assistants
SALARY:	Standard national Scale in line with the current School Teachers' Pay and Conditions document M1-UPS3 with SEN allowance
LOCATION:	Oasis Academy Long Cross, Lawrence Weston, Bristol
WORKING PATTERN:	Monday-Friday
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

- To offer all learners an effective education in a stimulating environment, which provides equality of opportunity for all
- To deliver the learning experiences relevant to the age and ability group/subject, as determined by the Teacher Standards (DfE 2012)
- To work in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies
- To be responsible for promoting and safeguarding the welfare of children and young people within the school

All teachers are required to carry out the duties of a school-teacher as set out in the current *School Teachers Pay and Conditions* document. At this school the following areas have been highlighted as being of particular importance.

SPECIFIC RESPONSIBILITIES:

A. Teaching

- Be a positive role model in terms of behaviour, work and attitudes
- Set high standards of work and behaviour in the class and all other areas of the school
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of work in accordance with the needs of individual learners
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual learners' needs

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Advise and work collaboratively with the Principal and others on the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate

B. Performance management

- Participate fully with arrangements made in accordance with the revised Performance Management Regulations 2006

C. Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

D. Health and well-being

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self-control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person
- Be responsible for promoting and safeguarding the welfare of children and young people within the school

E. Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Cover for absent colleagues within the remit of the *School Teachers' Pay and Conditions* document

F. External examinations

- Participate in arrangements for external examinations and assessment within the remit of the *School Teachers' Pay and Conditions* document

G. Management

- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

H. Administration

- Participate in and carry out any administrative and organisational tasks within the remit of the *School Teachers' Pay and Conditions* document
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate

I. Exercise of particular duties

- Perform any reasonable duties as requested by the Principal

J. Safeguarding Children

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

OTHER:

- Carry out playground and other duties as directed and within the remit of the *School Teachers' Pay and Conditions* document
- Communicate and consult with the parents/carers of learners
- Communicate and co-operate with any relevant external bodies
- Be fully conversant with the school's procedures and policies

Note

This job description is not your contract of employment nor any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Class Teacher - Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status (QTS)• Evidence of recent and relevant continued professional development	<ul style="list-style-type: none">• Training or qualifications related to working with children with complex needs
Experience, Skills and knowledge	<ul style="list-style-type: none">• Proven successful Primary teaching experience• Experience of meeting the needs of all children regardless of their starting point• Experience of working effectively with the school community and outside agencies• Ability to innovate and find creative solutions• Evidence of the skills and abilities required to lead additional adults to achieve agreed goals• Evidence of the ability to set targets, evaluate impact and prioritise according to the needs of the school• Excellent interpersonal and communication skills, both oral and	<ul style="list-style-type: none">• Proven successful teaching experiences across a range of primary year groups• Knowledge and understanding of effective assessment• Experience of working with or supporting children with complex needs

	<p>written</p> <ul style="list-style-type: none"> • Knowledge and understanding of how to raise standards of learning • Evidence of a thorough understanding of the practice and application of Assessment for Learning strategies and their impact on raising attainment • A clear approach to consistent systems and procedures which bring about consistent relational practices • The ability to prioritise tasks, makes informed decisions and implement them in a flexible manner • Proven track record in working collaboratively • The ability to manage resources effectively and responsibility, • A commitment to continuing CPD for oneself and for all members of the school community • The ability to converse at ease with parents/children and members of the public, and provide advice in accurate spoken English 	
<p>Strengthening the Community</p>	<ul style="list-style-type: none"> • Proven ability to negotiate and consult effectively with pupils, staff, parents, governors/academy council and wider community • Prepared to make a direct contribution to the broader life of the school and ‘go the extra mile’ 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A passion and commitment to improving the life long outcomes for children with complex needs • Record of good attendance • Ability to relate to people at all levels with excellent communication skills • Maintain confidentiality • Ability to work under pressure • Ability to make firm decisions and convey them clearly 	

	<ul style="list-style-type: none">• A good sense of humour• Commitment to safeguarding and promoting the welfare of children and young people.• Willingness to undergo appropriate checks, including enhanced DBS checks.• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Emotional resilience in working with challenging behaviors and attitudes• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.	
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