Job Description

Post Title	**Class Teacher**
Grade:	MPS + 1 SEN Point
FTE:	Full time
Line manager/s:	Senior Leadership Team

Main purpose of the job:

You will deliver high-quality, personalised teaching and learning for pupils with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and complex needs within a hospital setting. This is a rewarding and highly specialised role working with children and young people who may have a wide range of learning disabilities, physical disabilities, complex medical conditions, communication difficulties, sensory impairments, autism and associated needs. Every pupil's educational journey is unique, requiring a creative, flexible and child-centred approach to teaching and learning.
Working as part of a skilled multidisciplinary team, you will collaborate closely with families, medical professionals, therapists and colleagues to ensure pupils receive an education that is responsive to both their learning and health needs. You will play a key role in enabling pupils to make meaningful progress, develop independence and engage positively with learning.
We are seeking an exceptional teacher who is passionate about inclusive education and committed to achieving the very best outcomes for children and young people with complex needs. You will be supported by experienced colleagues, a dedicated senior leadership team and a programme of high-quality professional development to further develop your specialist practice.

Key duties and responsibilities

You will:

- Assess pupils' individual strengths, needs and barriers to learning to establish appropriate starting points and personalised learning pathways.
- Plan, deliver and evaluate engaging learning programmes that support pupils' academic, communication, social, emotional and independence skills.
- Design and adapt learning experiences, resources and environments to meet the highly individual needs of pupils with SLD, PMLD and complex needs.
- Deliver a broad and meaningful curriculum that reflects individual learning priorities, developmental needs, therapeutic recommendations and EHCP outcomes.
- Use a range of assessment, observation, monitoring and recording approaches to identify progress, inform planning and celebrate achievement.
- Monitor, evaluate and report on pupil progress, maintaining accurate records and using assessment information to identify next steps in learning.
- Establish ambitious but realistic learning targets based on pupils' prior attainment, individual circumstances and identified needs.

- Teach individual pupils and small groups, adapting teaching approaches, communication methods and resources to maximise engagement and participation.
- Create a stimulating, safe and inclusive learning environment that promotes curiosity, confidence, independence and wellbeing.
- Maintain high expectations for pupil achievement, behaviour and engagement, recognising and celebrating progress in all its forms.
- Promote pupils' personal development, communication, self-regulation and independence by using approaches that build confidence and resilience.
- Be responsible for the welfare, safeguarding and pastoral needs of pupils, ensuring concerns are identified promptly and reported in accordance with school procedures.
- Build positive and respectful relationships with pupils and families, working collaboratively to support learning, wellbeing and successful outcomes.
- Contribute to the development, implementation and review of Education, Health and Care Plans (EHCPs), including supporting statutory assessment requests and providing educational advice where appropriate.
- Work alongside the Learning Mentor, SENCO and wider multidisciplinary team to plan, review and evaluate educational provision.
- Collaborate effectively with parents, carers, medical professionals, therapists and external agencies to ensure a coordinated and holistic approach to supporting pupils.
- Lead or contribute to pupil review meetings, ensuring educational provision remains ambitious, relevant and responsive to changing needs.
- Work collaboratively with colleagues to share effective practice, contribute to curriculum development and support continuous school improvement.
- Support and guide colleagues, support staff and professionals working alongside pupils to ensure a consistent and effective approach to learning and care.
- Participate fully in meetings, reviews, training and professional dialogue that contribute to pupil outcomes and the ongoing development of the school.
- Promote and uphold the school's values and ethos across all educational settings, including hospital, home and community-based provision where appropriate.
- Uphold the Teachers' Standards and fulfil all statutory responsibilities relating to teaching, safeguarding, inclusion, health and safety, equality and professional conduct.

The successful candidate will demonstrate:

- Experience of teaching pupils with SLD, PMLD and/or complex learning needs.
- A creative, nurturing and adaptable approach to teaching and learning.
- A strong commitment to inclusion and high aspirations for all learners.
- Excellent assessment, planning and communication skills.
- Confidence working as part of an interdisciplinary team alongside medical and therapy professionals.
- The ability to develop positive relationships with pupils, families and colleagues.
- Resilience, flexibility and a commitment to continuous professional development.

- A passion for making a meaningful difference to the lives of children and young people with complex needs.

This role offers a unique opportunity to work within a supportive and collaborative environment, helping some of the most vulnerable children and young people to access learning, achieve success and reach their full potential.

Teaching, Learning and Assessment

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Demonstrate a clear understanding of appropriate teaching strategies e.g. If teaching early reading, systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Work with families on individual targets and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

Behaviour and Safety

- Create a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

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.
- 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.

Professional Development

There will be an expectation that you:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed through the NQT Induction Programme.
- Pro-actively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents and carers with regard to pupils' achievements and well-being using school systems/processes.
- Communicate and co-operate with relevant external professionals and services.
- Make a positive contribution to the wider life and ethos of the school.
- To lead and manage a specialist area of interest which could include the development of a subject across the school or an area prioritised within the school's improvement plan.
- Demonstrate consistently high standards of personal and professional conduct in line with Teacher Standards.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO consistent with the grade of the post and the experience of the post holder
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- As appropriate, the post holder's duties must be carried out in compliance with the following:

Equal opportunities Policy and Strategy

- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

		Essential	Desirable
Qualifications & Experience	Qualified teacher status	·	
	Relevant degree	·	
	Successful teaching experience	·	
	Experience of working successfully with parents, carers and the wider community.	·	
	Evidence of significant development of curriculum area or aspect of school provision		·
	Experience of working in a SEND setting, with children with complex needs.	·	
Knowledge & Skills	Knowledge of the National Curriculum	·	
	Knowledge of effective teaching and learning strategies	·	
	A good understanding of how children learn	·	
	Ability to adapt teaching to meet pupils' needs	·	
	Ability to build effective working relationships with pupils	·	
	Good ICT skills, particularly using ICT to support learning	·	
	Knowledge of effective behaviour management strategies	·	
	Excellent numeracy and literacy skills with the ability to complete written reports.	·	
	Knowledge of guidance and requirements around safeguarding children	·	
	Ability to develop learning outside the classroom and beyond the school and school-day.		·
	Knowledge of assessment practice and pupil tracking.	·	
	A commitment to getting the best outcomes for all pupils	·	

Personal Effectiveness	Willingness to promote the ethos and values of the school	·	
	High expectations for children's attainment and progress	·	
	Excellent communication skills	·	
	Good interpersonal skills.	·	
	A team player with a collaborative approach	·	
	Passionate and enthusiastic about making a difference.	·	
	Resilient and easily adaptable to change.	·	
	Ability to form respectful and trusting relationships with a range of people.	·	
	Honest and has integrity	·	
	Ability to work under pressure and prioritise effectively	·	
	Commitment to maintaining confidentiality at all times	·	
	Commitment to safeguarding and equality	·	
	Commitment to collaboration and professional learning	·	
	An understanding of and commitment to equal opportunities.	·	