



Hazel Oak School

Job Description and Person Specification



Solihull
METROPOLITAN
BOROUGH COUNCIL

This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.

SECTION A: Specific Role Profile

Post Title	Full-time form class teacher	Post No	
Directorate	Education (SEND)		
Division			
Band and Salary	MPS/UPS + SEN1		
Responsible to	Headteacher		
Location	Hazel Oak School		
DBS Check	Enhanced check required		
Full Time, Permanent Contract	MPS/UPS + SEN 1		

Role Purpose

Your duties in this post will be those of a school teacher as set out in the current School Teacher's Pay and Conditions Document.

You will also be required to carry out such particular duties, which form part of your Conditions of Service Document as the Head Teacher may reasonably direct from time to time.

Role Responsibilities

The post requires you to act as a class teacher as directed by the Head Teacher, teaching a range of subjects to pupils.

1. To be responsible for planning and assessing the work of pupils assigned to you and to carry out all those related duties as defined in Role Purpose.
2. To ensure you understand all school's safeguarding procedures and practices, including Child Protection and apply these in a sensitive manner to ensure the safety of all pupils, raising any concerns immediately with the School's Safeguarding Lead staff and Family Support Worker.
3. To assist the Head Teacher in ensuring high standards of physical and emotional well-being for all pupils and staff.
4. To liaise with the teachers responsible for life-ready learning and curriculum areas to ensure your subject is incorporated into curriculum delivery and meets National Curriculum requirements.

5. To support the school ethos, adhere to the Staff Code of Conduct and promote strategies designed to achieve good behaviour of pupils at all times around the school, consistent with the school's behaviour policy.
 6. To produce necessary reports for the purpose of reviewing individual pupil's progress and take an active part in annual reviews, Team around the Family meetings and Child in Need meetings (where relevant) and parents' evenings.
 7. To ensure that records of pupils' progress are maintained and available when requested, in line with the school's assessment policy.
 8. To work collaboratively with members of staff and other stakeholders to ensure the best possible outcomes for pupils across school.
 9. To maintain an awareness of your personal and professional needs with regard to your continuing efficiency as an active member of staff and contributor to school improvement, with due regard to Teacher Standards and all related behaviours.
 10. To make an active contribution to the life of the school and demonstrate a 'can do' attitude, demonstrating growth mindset in the face of change to consistently support the school's mission, vision and values.
- Any other appropriate duties as and when required by the Head Teacher

Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By A-application I-interview T-task
Education & Qualifications	Qualified Teacher Status	<ul style="list-style-type: none"> • Qualification in SEN • Qualification or further evidence of study in an area relevant to SEN • Primary teaching experience 	Certificates
Experience & Knowledge	Experience of teaching pupils with SEN		A,
	Experience of successfully managing teaching assistants or other support colleagues		A, I
	A working knowledge of autism and its impacts on daily teaching and learning.		A, I

	Knowledge and understanding of recent developments in curriculum and assessment.	Working knowledge of primary curriculum	A, I,
--	----------------------------------------------------------------------------------	-----------------------------------------	-------

Skills & Abilities	Evidence of delivering successful teaching and learning.	Experience in delivering music and the Arts	A, I, T
	Good communication skills and interpersonal skills	Training in Makaton	A, I
	A commitment to supporting the positive ethos and values of the school		A
	Understanding of management of challenging behaviour		A, T
	A practical understanding and experience of managing your own resilience and wellbeing.		A, I
	An understanding of how young people with additional needs can achieve beyond 16.		A
	Ability to manage changes in your working roles and responsibilities		A, I

Core Behaviours	Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers. Demonstrate a growth mind set.	Interview
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.	Interview
	Trust and Respect -You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.	Interview

Other Requirements	Ability to support an ethos that acknowledges and celebrates pupils' achievements		A, I, T
---------------------------	-----------------------------------------------------------------------------------	--	---------

	Flexibility to manage a range of teaching across different key stages and abilities, both primary and secondary.		A, I
	Commitment to equal opportunities		A
	Commitment to own continuous professional development		A
	Commitment to, and understanding of all aspects of safeguarding		A, I, T
	Commitment to working creatively and flexibly in planning with others		A

Compiled/Reviewed by	A Simms
Date	March 2021

Section C: Additional Information

Safeguarding

Solihull Council is committed to keeping children, young people and adults at risk safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and adults at risk for whom she/he is responsible or comes into contact with.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Equal Opportunities

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.