



## Job Description and Person Specification – Teacher

<b>Job Title</b>	SEND Classroom Teacher (general teacher)
<b>Grade</b>	MPS + SEN 1 Allowance (£2787.00) per year
<b>Contract</b>	Maternity Cover: 1-year fixed term
<b>Location of Work</b>	The Kassia Academy, Fallowfield Grove, Longbarn, Warrington, WA2 0QQ
<b>Responsible to</b>	Deputy Headteacher (Teaching and Learning)

### Scope of the Role

The Kassia Academy is a specialist SEMH provision within the Kings Academy Trust, offering a small, nurturing environment for young people unable to access mainstream education. Supporting up to 60 learners, the academy provides a highly personalised approach to help pupils re-engage with education and achieve positive outcomes.

We are committed to a trauma-informed and therapeutic approach, underpinned by strong relationships, consistency and high expectations. Pupils benefit from a broad and balanced curriculum, alongside a rich personal development offer and access to targeted pastoral and therapeutic support.

As a classroom teacher you will play an important role in helping to create a safe, structured and nurturing environment where learners can re-engage with education, develop positive relationships and achieve meaningful outcomes.

Working within a small specialist setting, staff are expected to build strong, trusting relationships with learners, support their emotional regulation and engagement with learning, and contribute to a trauma-informed and inclusive school culture.

### Main responsibilities

#### **General**

- To undertake such duties as the Headteacher may reasonably determine, in accordance with the School Teachers Pay and Conditions of Service document in force at the time.
- To recognise that as an appointed member of staff at The Kassia Academy you may be deployed in any situation appropriate to your qualifications, experience and/or skills.

#### **Knowledge and Skills**

- Principles and practices of effective teaching and learning
- School improvement strategies and the process of school self-evaluation
- Principles and practices of monitoring/assessment/evaluation
- Principles of curriculum planning
- The application of ICT to learning, teaching and subject management
- Working in partnerships to deliver improvements
- Processes and systems for quality assurance
- Resource planning and management

## **Teaching**

- Planning and preparing courses and lessons.
- Teaching pupils according to their educational needs including the setting and marking of their work.
- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs

## **Positive reinforcement of school behavior management strategies**

- To develop and maintain positive reinforcement of school behavior management strategies among the pupils and safeguard their health and safety, both on the school premises and when they are engaged in authorised activities elsewhere.

## **Pastoral and communication**

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils

## **Assessment, reporting and monitoring**

- Provide oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress.

## **Staff Meetings**

- Participate in school meetings relating to the curriculum, pedagogy, administration and general organisation of the school.

## **Professional Development**

- Participate in further training and professional development activities as a teacher
- To engage in instructional coaching as part of the school's commitment to improving teaching and learning (outside of performance management).

## **Equal Opportunities**

- Promote equal opportunities within the school and to seek to ensure the implementation of the academy's Equal Opportunities policy.

## **Other duties**

- Job descriptions are expected to give candidates clear guidance on what they are expected to achieve; however, they rarely capture all tasks and responsibilities. All members of staff are expected occasionally to undertake other duties not detailed above, but within the scope of the job.

## SEND Classroom Teacher Person Specification

Attributes	Essential	Desirable	Application	Interview
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>		√	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience or expertise of working with students with SEN</li> <li>Experience of delivering a range of subjects across KS2 or KS3.</li> <li>Evidence of ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of qualifications or relevant SEN experience in ASD and SEMH settings.</li> <li>Experience of delivering a foundation qualification at KS4.</li> <li>Evidence of ongoing professional development</li> </ul>	√	√
<b>Professional Understanding, Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Knowledge of how the National Curriculum can be adapted to meet the needs of pupils with ASD and a range of complex needs relevant to the age range of the school.</li> <li>Knowledge of assessment recording and reporting</li> <li>Experience of creating and maintaining effective partnerships with parents to support pupil's learning and pastoral needs</li> <li>Knowledge of commonly used resources to support pupils with sensory, ASD and SEMH needs.</li> <li>Secure understanding of safeguarding responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of behaviour regulation and trauma-informed approaches</li> </ul>	√	√
<b>Specific Knowledge Understanding and skills</b>	<ul style="list-style-type: none"> <li>Awareness of the Education Acts and the SEN code of Practice</li> <li>Ability to create a safe, stimulating and inclusive classroom environment</li> <li>Ability to engage, motivate and inspire pupils with SEND</li> <li>Ability to reflect on own practice and seek professional development</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of working towards EHCP targets</li> </ul>	√	√

<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Practical understanding of effective teaching and evaluation strategies for pupils with ASD and SEMH.</li> <li>• Able to flexibly deliver a creative model of teaching and learning for pupils with a range of needs who require a nurturing approach.</li> <li>• Knowledge and understanding of the relevant curriculum requirements</li> <li>• Able to manage pupil behaviour effectively in an SEMH setting.</li> <li>• Experience or understanding of the different qualifications taught within the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of monitoring and evaluating teaching</li> <li>• Experience of planning a curriculum area relevant to the needs of pupils including relevant courses</li> </ul>	√	√
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Able to deploy teaching assistants/support staff effectively.</li> <li>• Able to motivate pupils and staff, setting high standards and provide a focus for improvement</li> </ul>		√	√
<b>Professional values, qualities and skills</b>	<ul style="list-style-type: none"> <li>• Able to establish and develop good relationships with all involved in the school</li> <li>• Able to work effectively as a team member</li> <li>• Ability to communicate effectively in writing and orally. Competent in the use of ICT</li> <li>• Flexible and approachable</li> <li>• Resilient under pressure and motivated by challenge.</li> <li>• Able to deal sensitively with people and resolve conflicts</li> <li>• Positive and energetic approach to work</li> </ul>	<ul style="list-style-type: none"> <li>• Bring personal interests and enthusiasms to the school community</li> </ul>	√	√