



Job Description

Role: Classteacher

Salary: MPS/UPS + SEN1 (SEN2 for QTOD)

Responsible to: Headteacher/Deputy Headteacher/ Team Leader

Responsible for: Pupils, Classroom and Teaching Assistants

Purpose of Job: The post holder will ensure the highest standards of teaching, learning and achievement for all pupils in their class. The post holder will be an engaged and active member of the school community and support the vision, ethos and policies of the school.

The post holder will meet the expectations of a class teacher as determined by the Teachers' Standards document and the School Teachers' Pay and Conditions Document.

Responsibilities of the post:

Impact on the educational progress of assigned pupils:

- To be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of behaviour and achievement for deaf pupils.
- To complete planning and preparation of lessons for a class of deaf pupils, which have clear learning intentions and are well paced to ensure progression.
- To set pupil targets, maintain pupil Provision Maps, individual assessment trackers and other assessments in line with school policy.
- To ensure effective classroom management involving Teaching Assistants, pupils, external professionals, resources and the environment.
- To keep abreast of relevant legislation/initiatives in primary and Deaf education.
- To be familiar with, teach and promote thinking skills across all areas of the learning environment.
- To liaise with and involve support staff in the planning and delivery of the National Curriculum and individual learning programmes.
- To work effectively as a member of the class and phase team.
- To promote effective liaison, support and collaboration with parents, senior leaders and external agencies.

- To contribute a written progress report and Provision Map for Annual Reviews/EHC Plans.
- To provide an “inclusive” classroom environment where the curriculum is differentiated to meet individual needs.
- To link with mainstream/other schools for integration projects as appropriate.
- To follow the school’s policy to promote and maintain high standards of behaviour and achievement through the use of praise, positive rewards and consistent boundaries.
- To manage audiology/use of hearing aids and cochlear implants within the class and ensure all pupil’s hearing aids/CIs are working optimally.

Accountability of supporting school effectiveness and ongoing improvement of sign bilingual practice across the school:

- To be committed to developing high level BSL skills and attend signing classes aiming to achieve BSL Level 3 and above.
- To contribute to school self-evaluation processes and school improvement planning.
- To support/co-ordinate curriculum developments in the school.
- To attend relevant training and staff/team meetings.

General:

- To line manage Teaching Assistant/s linked to the class.
- To implement and promote the school’s Equality, Diversity and Inclusion Policy and adhere to the Language and Communication Policy at all times.
- To support the promotion of the school and foster good public relations with all school stakeholders and wider community.
- To follow the school’s Safeguarding and Child Protection policy and procedures.
- To take on any additional responsibilities that may be from time to time determined by the Headteacher.

Classteacher: Person Specification

Factor	Requirement (E - Essential / D - Desirable)	
Education	E	Qualified Teacher status. Please speak to us if you are currently studying towards a qualification or have relevant experience.
	D	Qualified Teacher of the Deaf. If not yet qualified, the mandatory QTOD training will usually start within 3 years of employment, with expectation to gain the MQ within 2 years of starting the training.
Experience	E	To have taught in deaf education and/or mainstream primary education.
Knowledge	E	Knowledge & understanding of current issues & legislation in education.
	E	Knowledge and understanding of the principles of effective teaching and learning for deaf pupils.
	E	Knowledge and understanding of the teacher's role in school effectiveness and improvement.
	E	Knowledge and understanding of current issues in deaf education (e.g. sign bilingualism, the use of BSL and teaching English as a second language).
	D	Knowledge and understanding of teaching in an inner city multi-ethnic context.
	E	Knowledge of and respect for Deaf Culture.
Skills	E	Excellent classroom practice.
	E	Ability to teach a class, small groups and one-to-one to a high standard.
	E	Ability to organise effective planning, record keeping and assessment.
	E	Ability to prepare/organise relevant teaching materials, which are differentiated to meet individual needs.
	E	Ability to provide a stimulating and challenging classroom learning environment for deaf pupils.
	E	Ability to work effectively as a member of a team.
	E	Ability to work in partnership with parents/carers to promote effective learning and pupil achievement e.g. management of homework.
	E	Ability to work in partnership with teaching assistants and supporting professionals to ensure high standards of teaching, learning and pupil achievement.

	E	Ability to promote and maintain high standards of pupil behaviour.
Skills	E	Excellent communication skills.
	E	Ability to develop high level BSL skills.
	E	Ability to support/co-ordinate curriculum developments.
Equality	E	Understanding of and commitment to promoting equality of opportunity to include differentiation and accessibility of lesson content for each pupil.
	E	To be highly committed to a sign bilingual approach in deaf education.
Attitude & Commitment	E	To be committed to the development of equal access to the curriculum for deaf children.
	E	To be committed to the use of sign language as a language in its own right.
	E	To have high expectations of the achievement of deaf children.
	E	To be committed to developing own signing skills to a high level and attending sign language classes.
	E	To view deaf children as part of a linguistic minority (rather than a deficit model).
	E	To be committed to furthering own professional development.
	E	To be committed to safeguarding children and to following the school's safeguarding and child protection policy and procedures.
Expectation	E	To set a good example to children and colleagues through regular and punctual attendance.

Thank you for considering applying for Frank Barnes School
We look forward to receiving your application.

To apply, please complete the application form, which can be found on our website
www.fbarnes.camden.sch.uk/vacancies

All applications to be emailed to Angela Scheffer, Business Manager on
bm@fbarnes.camden.sch.uk

CVs and late applications cannot be accepted.