

## Job Description

<b>POST</b>	<b>CLASSROOM TEACHER</b>
<b>GRADE</b>	<b>Main/Upper Pay Scale</b>
<b>RESPONSIBLE TO</b>	<b>Headteacher</b>

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### **Role Purpose**

At Pathways Education, we believe in transforming education to create safe, inclusive, and inspiring learning environments for all pupils. As a classroom teacher, your primary focus is on achieving the highest possible standards in work, conduct, and pupil outcomes. You will embody integrity, honesty, and professionalism while forging positive relationships with pupils, parents, and colleagues.

This role requires strong subject knowledge, adaptability, and a commitment to continuous learning. You will also be a leader of learning, responsible for designing dynamic, responsive lessons tailored to stretch and challenge each individual in the class, ensuring they are prepared to achieve their potential and thrive in adulthood.

At Pathways, we believe in leadership at all levels. In this role, you will have the opportunity to lead on certain areas of learning within a collaborative environment where your ideas and expertise will be valued. We are committed to providing the support, professional development, and platform you need to thrive and make a meaningful impact.

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### **General Responsibilities**

#### **1. Professional Standards**

- Uphold the duties of a teacher as outlined in the School Teachers' Pay and Conditions Document (STPCD) and other relevant legislation.
- Ensure professional conduct by adhering to the Teachers' Standards in England.
- Act within statutory frameworks, policies, and the school's ethos, maintaining the highest standards of professional accountability.

#### **2. Collaborative Practice**

- Work closely with colleagues, parents, and external professionals to provide holistic support for pupils.
- Be an active participant in shaping and sustaining trauma-informed practices, fostering a culture of respect and trust.

#### **3. Safeguarding**

- Prioritise the safety and welfare of pupils in line with safeguarding policies, the Children Act 2004, and Working Together guidance.
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### **Core Duties**

#### **1. Teaching and Learning**

- Plan, prepare, and deliver engaging lessons tailored to meet individual pupil needs.
- Use a variety of teaching methods, including interactive, practical, and digital approaches, to inspire pupils.

- Design dynamic and responsive lessons that stretch and challenge each learner, building on their strengths and addressing areas for growth.
- Incorporate pupils' interests and life experiences into learning to foster engagement and relevance.

## **2. Leadership at All Levels**

- Lead on an agreed curriculum, pedagogical, or pastoral area, including developing resources, modelling best practice, and delivering training to colleagues.
- Evaluate the impact of initiatives in your lead area and share findings with the leadership team to inform school improvement.
- Mentor or coach colleagues, including early career teachers or support staff, to build whole-school capacity.
- Collaborate with colleagues to implement new ideas, share best practices, and enhance learning outcomes.
- Use the support and platform provided by Pathways to develop your leadership skills and contribute meaningfully to school improvement.

## **3. Formative and Summative Feedback**

- Provide high-quality formative and summative feedback that guides learners toward their full potential.
- Use assessment outcomes to inform and adapt teaching, ensuring progress is aligned with individual EHCP targets and long-term goals.
- Support pupils in developing resilience, independence, and critical thinking skills to prepare them for adulthood.

## **4. Trauma-Informed Practice**

- Provide pupils with psychological safety through stability, routine, and consistent expectations.
- Build trusting relationships, acting as a role model and mentor to promote social and emotional development.

## **5. Assessment and Progress Monitoring**

- Use assessment tools and data to evaluate pupil progress, including progress towards EHCP outcomes.
- Monitor and report on the impact of teaching strategies, adapting approaches where necessary to ensure all learners can thrive.

## **6. Collaboration and Leadership**

- Develop a cohesive classroom team, working closely with teaching assistants and support staff.
- Inspire and lead colleagues in adopting innovative teaching strategies, creating a shared culture of high expectations and achievement.

## **7. Professional Development**

- Engage in CPD opportunities to enhance your teaching and stay current with trauma-informed and SEN-specific strategies.
- Actively seek opportunities to share your expertise by leading CPD sessions, contributing to professional networks, and publishing or presenting innovative practice.

- Engage in reflective practice through peer observation and lesson study, focusing on improving pedagogy across the school.
- Reflect on your practice and seek feedback to continuously improve.

#### **8. Additional Duties**

- Participate in annual reviews for pupils, liaising with families and external professionals.
- Fulfil other reasonable duties assigned by the Headteacher to ensure the smooth running of the school.

#### **9. Impact & Innovation**

- Identify, trial, and evaluate innovative teaching and learning strategies, ensuring these are evidence-informed and responsive to pupil needs.
- Contribute to whole-school development projects that align with the School Improvement Plan.
- Work collaboratively to embed a culture of continuous improvement, ensuring best practice is shared and embedded across all classes.

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### **Health & Safety and Compliance**

- Follow school health and safety protocols, ensuring a safe environment for pupils and staff.
- Maintain compliance with data protection legislation, ensuring the confidentiality and security of pupil information.

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### **Performance Management**

This job description will be reviewed annually as part of the Performance Management process, allowing for adaptation in line with the evolving needs of the school and pupils.

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## Person Specification

### Qualifications

#### Essential:

- Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS).
- Evidence of professional development in SEN.

#### Desirable:

- Additional qualifications in curriculum development, assessment, or SEN (e.g., NASENCo, MA in SEN).
  - Training in areas such as Trauma-Informed Practice or Sensory Regulation.
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### Experience

#### Essential:

- Proven experience teaching pupils with a wide range of SEN in special or inclusive settings.
- Experience of leading improvement in a subject, pastoral, or curriculum area, with demonstrable impact on pupil progress and/or staff development.
- Track record of delivering high-quality formative and summative feedback to drive pupil progress.
- Successful collaboration with multidisciplinary teams to support pupil outcomes.

#### Desirable:

- Experience leading a curriculum area or mentoring support staff.
  - Involvement in whole-school improvement initiatives.
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### Knowledge and Skills

#### Essential:

- Expertise in adapting curricula to diverse needs, including ASD and SEMH.
- Strong understanding of the SEND Code of Practice and relevant legislation.
- Ability to design lessons that stretch all learners and prepare them for life beyond school.
- Effective use of assessment data to inform teaching, learning, and whole-school improvement.

#### Desirable:

- Familiarity with trauma-informed and attachment-aware practices.
  - Knowledge of vocational and life-skills-based curricula.
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### Personal Attributes

#### Essential:

- A reflective practitioner with a commitment to continuous professional development.
- Passionate about improving outcomes for disadvantaged and hardest-to-reach pupils.
- Proactive in influencing and inspiring colleagues to adopt high-quality, evidence-informed teaching strategies.
- Resilient, empathetic, and able to work effectively under pressure.

**Desirable:**

- Enthusiastic about building networks and sharing expertise within the SEN community.
  - Open to exploring innovative practices and integrating research into teaching.
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Signatures

Date of Issue: \_\_\_\_\_

Signature of Postholder: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_