



ARB Leader/Class Teacher

Job Description

Responsible to:	HT/EHT,
Direct Supervisory Responsibility:	Pupils
Indirect Supervisory Responsibility:	None
Important Functional Relationships:	<u>Internal:</u> Headteacher, teachers, support staff, pupils External: Parents if required

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Executive Head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

- Main Duties and Responsibilities- ARB Leader

1. To take responsibility for the day-to-day operation of provision made by the ARB for pupils with SEND
2. To lead, manage, develop and maintain high quality SEN provision within the ARB which enables quality teaching, excellent learning outcomes and success for all pupils
3. To provide up to date professional guidance to staff in the area of SEND, in order to secure high-quality teaching and learning for all pupils
4. To be responsible for advising staff on ARB targets and provision, ensuring staff provide effective SEND provision
5. Work with HLTAs/ LSAs to ensure realistic expectations of behaviour and achievement is set for pupils with SEND
6. Under the direction of the Head of School, monitor the quality of SEN support for the ARB delivered both by Learning Support Assistants
7. Develop, implement, monitor and maintain ARB policies and practices which reflect the school's commitment to high achievement, and which are consistent with national school strategies and policies
8. To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate
9. To liaise with the school SENDCO to maintain the SEND register of pupils
10. To keep up to date record-keeping systems and maintain detailed information for meetings with parents and other professionals for the ARB
11. Lead the statutory Annual Review meetings for ARB pupils with statements / Education, Health and Care plans (EHC plans).
12. To liaise with SSCA Safeguarding Manager on TAC/CAF process for ARB pupils
13. To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the ARB child
14. To form good links with the school SENDICO, ADMAT SENDICOs and ARBs in other settings

15. Collect and interpret specialist assessment data gathered on ARB pupils and use this to inform teaching and learning
16. Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
17. Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately
18. Show commitment to the ADMAT, its inclusive ethos and equal opportunities for all ARB pupil
19. To work as directed by the Executive Head teacher/Head of Schools to provide relevant information to the governing body, staff, parents and other members of the school, community and act in a professional manner at all times
20. Under direction of the EHT/HoS and SLT prioritise staff training and INSET to support effective ARB provision. Maintain an ARB training record
21. To assist with the development of the Academy Improvement Plan in relation to ARB
22. To attend ARB network meetings and maintain an up to date professional knowledge of current SEND and Inclusion developments
23. To monitor and evaluate ADMAT Improvement Plan actions relating to the ARB and report to the Head of School
24. To be responsible for the development and implementation of individual pupil risk assessment/behaviour/support plans if required within the ARB
25. Track and evaluate ARB pupil attainment/progress outcomes and use this information to inform teaching and learning and to inform half termly pupil progress meetings with the Head of School
26. Under the direction of the Head of School and SLT develop an effective ARB provision map/ SEF based on tracking data and use this to evaluate ARB provision
27. Train, manage and evaluate ARB staff so they can lead effective intervention programmes
28. To develop the ARB's role as a source of expertise and advice both within the ADMAT and beyond
29. To keep the EHT/HoS and SLT informed on all matters relating to the ARB

Class Teacher - Main Duties and Responsibilities

Teaching and learning

1. Be an effective teacher by consistently meeting the relevant teaching standards
2. Effectively teach children, meeting their many and varied needs
3. To teach allocated children with severe and complex special educational needs
4. Use a repertoire of strategies to meet children's different learning styles
5. Have thorough subject knowledge and keep abreast of national and local developments
6. Organise and lead support staff to ensure learning is effective
7. Create an effective and stimulating learning environment
8. To provide a quality learning environment for children with complex needs in the Early Years Foundation Stage (EYFS) and Primary Key Stages
9. To develop individualised programmes for learning and monitor and evaluate the progress made during a child's time in the ARB
10. To be responsible for maintaining an individual needs-based curriculum for all children in the ARB
11. To be responsible for overseeing the integration of pupils from the ARB into the mainstream and to advise on their teaching and learning
12. To be responsible for actively seeking opportunities to include pupils from the ARB in mainstream activities and to include mainstream pupils in the ARB
13. To manage and promote good communication between the ARB and the KS1 and KS2 departments so that opportunities to enhance the teaching and learning of all pupils are maximised
14. To ensure that effective liaison takes place with KS1 and KS2 and that transition is managed well for pupils who started in or are supported by the ARB

Recording and assessment

1. Carry out duties in accordance with the academy aims and policies

2. Maintain an up to date class planning file with short, medium and long term planning
3. Set clear targets for children's learning and use assessment information to inform all aspects of planning
4. Display commitment to raising attainment standards and accelerating pupil progress
5. Attend consultation evenings to maintain good relationships with parents and keep them regularly informed about their child's progress
6. Assess and record pupils' work and individual attainment benchmarking standards against national data

Standards and quality assurance

1. Support the aims and ethos of the school and the academy trust
2. Follow the academy policies and procedures
3. Set a good example in terms of dress, punctuality and attendance
4. Attend and participate in open evenings and report on pupil progress
5. Uphold the academy behaviour code and uniform regulations
6. Participate and contribute to staff training
7. Attend team and staff meetings
8. Positively embrace professional development and research
9. Able to reflect on and improve performance

Additional Duties

1. Be a role model in all your actions and behaviour
2. Undertake professional development and research as agreed
3. Be aware of and comply with policies and procedures relating to Child Protection and Safeguarding, Health and Safety, and report all concerns to the appropriate person
4. Undertake other general tasks (e.g. assemblies, playground duties) that the Executive Head teacher or Heads of School may reasonably ask
5. Line manage a team of LSAs, HLTA, MTAs in consultation with the Head of School (SSCA)
6. Establish effective working relationships with parents and wider professionals
7. To liaise with Head of School (SSCA) and SLT on matters relating to the ARB

Whilst every effort has been made to explain the main responsibilities of the post, individual tasks undertaken may not be identified. This job description is current at the date shown, but in consultation with you, may be changed by the Executive Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Main Responsibilities- Domain of Learning Leader

1. Maintain an up to date Domain Leaders file containing elements listed in the contents page (e.g. current Scheme of Work, examples of short, medium and long term planning)
2. Ensure the learning progression within the Domain of Learning is effective at maintaining high standards of pupil achievement
3. Lead academy professional development on targeted Domain of Learning improvements
4. Work as directed by the Executive Head Teacher or Head of School to provide relevant information/reports to governance bodies, parents, staff and other members of the academy community
5. Assist the Executive Head teacher, SSCA Head of School and Senior Leadership Team in leading improvement within the Domain of Learning
6. Regularly quality assures Domain of Learning planning, provision and learning to ensure high standards of pupil achievement are delivered
7. Ensure resources to support learning within the Domain of Learning are fit for purpose and gaps in accessibility are addressed
8. Support staff in Domain planning as and when required.

Whilst every effort has been made to explain the main responsibilities of the Domain Leader post, each individual task undertaken may not be identified. This Domain Leader job description is current at the date shown, but in consultation with you, may be changed by the Executive Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Job Title: ARB leader/ Class Teacher

Attributes	Essential	Desirable	How Identified?
Education/ Training/ Qualifications	<ul style="list-style-type: none"> • Degree or equivalent • Qualified teacher status • Training in the Foundation/ Key Stage 1 and 2 Curriculum 	<ul style="list-style-type: none"> • Evidence of further training or development relevant to learning and learning behaviours • Evidence of further training in relation to holistic approaches to assessing children's progress • Evidence of further training in Makaton, PECs and further SEN training programmes • SEN expertise and experience either in an ARB or special school/ or in role as SENDICO 	<ul style="list-style-type: none"> • Application Form • Certificates • Interview
Relevant Experience	<ul style="list-style-type: none"> • Teaching experience in SEN • Ability to demonstrate high standards of classroom practice • Evidence of ability to use assessment to track SEN 	<ul style="list-style-type: none"> • Evidence of wider professional development • Evidence of passion and interest for learning experiences outdoors and a commitment to continuous provision experiences • Evidence of commitment to providing wider enrichments for SEN pupils • Teaching experience in an ARB 	<ul style="list-style-type: none"> • Application Form • Interview • References

<p>Special Knowledge & skills</p>	<ul style="list-style-type: none"> • Knowledge and understanding of current Early Years/Key Stage 1/2 practice and theory • Clear strategies for classroom organisation & management • Clear strategies for behaviour management • Knowledge and understanding of SEN procedures • Knowledge of good assessment practices and procedures • Good knowledge of Early Years Assessment/ P Scales • Excellent ICT skills • Committed to working with parents and wider 	<ul style="list-style-type: none"> • Able to use observation and assessment to inform teaching • Knowledge of the National Curriculum 14 • Able to offer a subject specialism to lead across the school • Knowledge of wider assessment tools such as MAP tracking or use of holistic approaches to support assessment • Knowledge and understanding of visible learning programme and the extensive research of John Hattie • Awareness of research methods such as the Mosaic Approach to inform practice about collecting pupil voice 	<ul style="list-style-type: none"> • Application Form, • letter of application • Reference • Interview
	<p>professionals and agencies</p> <ul style="list-style-type: none"> • Able to lead and work as part of a creative team, motivating others. • Able to work in an ARB as part of a mainstream school to utilise the privileges of working alongside a mainstream school 		

<p>Additional Factors</p>	<ul style="list-style-type: none"> • Good understanding /enthusiasm for teaching SEN pupils • Good interpersonal skills to communicate effectively with parents and staff • Supportive references • Able to relate sensitively to children and their families • Confident, knowledgeable but effective communicator for an experienced ARB support staff • Able to work as part of a successful team • Knowledge and understanding of safeguarding concerns. Able to follow school procedures Ability to contribute positively to school vision and ethos. Able to follow school procedures and policies 		<p>Application Form, letter of application,</p> <p>Reference</p> <p>Interview</p>
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