



JOB DESCRIPTION / PERSON SPECIFICATION

JOB TITLE	Specialist Multi-Sensory Impairment (MSI) Class Teacher
DAYS/HOURS OF WORK	37.5 hours per week: Monday – Friday, term-time only (8.00am – 4.00pm; including a 30-minute unpaid break).
STARTING SALARY	£35,000
LENGTH OF PROBATIONARY PERIOD	6 months
REPORTS TO	Head Teacher / SENCO
RESPONSIBLE FOR	Class support staff

JOB PURPOSE:

- Be responsible for the Specialist Multi-Sensory Impairment (MSI) group of pupils within the School, and ensure that planning, preparation, recording, assessment and reporting meet the pupils' varying learning and social needs;
- To lead, develop and manage a multi-sensory curriculum;
- Be responsible for the delivery of the multi-sensory curriculum through a blended learning approach with a balance of in class and bespoke learning experiences;
- Contribute to the school team's CPD / training cycle;
- Maintain the positive ethos and core values of the School, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.

SUMMARY OF TASKS / DUTIES:

The Specialist MSI Teacher will:

- implement agreed School policies and guidelines;
- support initiatives decided by the Head Teacher and senior staff;
- plan appropriately to meet the needs of all pupils, through adaptation of tasks;
- develop resources and overall provision for MSI pupils;

- be able to set clear targets, based on prior attainment, for pupils' learning;
- provide a stimulating learning environment, where resources can be accessed appropriately by all pupils;
- keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- complete risk assessments;
- report to pupil progress meetings half termly providing information and being accountable for pupils' progress.
- report to parents on the development, progress and attainment of pupils;
- maintain good order and discipline amongst pupils, in accordance with the School's behaviour policy;
- participate in meetings which relate to the School's management, CPD, curriculum, administration or organisation;
- communicate and co-operate with specialists from outside agencies;
- lead, organise and direct support staff within the classroom;
- participate in the performance management system for the appraisal of their own performance, or that of other teachers.

Your main place of employment will be at Wonder Star School, however, you may be required to conduct your duties elsewhere e.g. other schools (meetings/transitions etc.), home visits and/or social activities off the School premises.

PERSON SPECIFICATION:

Role Requirements		Assessed by:
Wonder Star School Ethos	<ul style="list-style-type: none"> • Commitment and ability to make a significant contribution to the ethos of maximising the enjoyment of learning and achievement for all pupils. • The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential. • Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils. • Ability to ensure that the atmosphere is welcoming. • Ability to support the vision for a high-quality learning environment which promotes spiritual, moral, social and cultural development. • Commitment to valuing the individuality of all our young people by giving them every opportunity to achieve the highest of standards. 	AF/I
Qualifications / Experience:	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS or QTLS) • Experience of teaching EYFS and/or Key Stage 1 • Successful relevant experience of supporting pupils' learning in a School / education environment. • Experience in understanding and managing sensory difficulties. 	AF/I

	<ul style="list-style-type: none"> • Experience of developing a multi-sensory curriculum (or willingness to do this). • Experience of working with children with challenging behaviour • Experience of Makaton / PECs / Widgit (visual support) • Knowledge of successful strategies to engage pupils with specific and significant needs • Flexible and adaptable with timetabling and the daily routines • Strong behaviour management skills 	
Communication	<ul style="list-style-type: none"> • Ability to write reports. • Ability to use clear language to communicate information and ability to listen effectively. • Seek support to overcome communication barriers with children and adults. • Ability to negotiate effectively with adults and young people. • Assisting with the maintenance of the pupils' progress records and participating in review meetings as required. 	AF/I
Working with Pupils	<ul style="list-style-type: none"> • Ability to support pupils across the curriculum on an individual and group basis. • Working on specific programmes with individual pupils. • Ability to demonstrate effective implementation of the School's behaviour policy. • Knowledge of literacy/numeracy strategies and interventions. • Knowledge of the subject curriculum. • Understanding of principles of pupil development. • Understand and support the physical and emotional wellbeing of pupils. • Ability to monitor and support specific pupils with learning difficulties and/or disabilities. • Ability to monitor and support specific pupils with learning difficulties and/or disabilities, including pupils with personal care/health needs. • Assist in administering and updating ISPs and IEPs. 	AF/I
Working with others	<ul style="list-style-type: none"> • Understand the roles and responsibilities of others working in the School. • Being able to work effectively and closely with parents, outside agencies (CAMHS, SALT, OT etc.) and liaising with class teachers, SENCo and support staff. • Ability to establish rapport and respectful, trusting relationships with pupils, their families/carers and other adults. • Liaise with the teacher in relation to specific pupils' problems or progress. 	AF/I

	<ul style="list-style-type: none"> • Know when, how and with whom to share information. • Ability to follow instructions accurately. 	
Responsibilities	<ul style="list-style-type: none"> • Have the ability to follow safeguarding procedures and prioritise pupil welfare • Good organisational skills. • Ability to remain calm under pressure. • Ability to plan and manage own time effectively. • Demonstrate a creative approach to supporting learning and to resolve routine problems independently. 	AF/I
Personal Attributes	<ul style="list-style-type: none"> • Be innovative and has a passion for improvement • Energy and enthusiasm. • Punctuality. • Reliability and integrity. • Sense of humour. • A commitment to the ethos of the School. • Commitment to your continuing professional development. • Adaptability to changing circumstances and ideas. 	AF/I
General	<ul style="list-style-type: none"> • Commitment to the safeguarding and protection of young people and to the personal development of our pupils. • Understanding of the issues surrounding the safeguarding of young people and commitment to pupil welfare and safety. • Basic understanding of health and safety. • Understand procedures and legislation relating to confidentiality. • Undertake any necessary professional development as needed. • To undertake any reasonable work request made by management. 	AF/I

Abbreviations: AF = Application Form; I = Interview.

Other

1. To have professional regard for the ethos, policies and practices of the School in which you teach/support and maintain high standards in your own attendance and punctuality.
2. This job description sets out the duties of the post at the time it was published.
3. The hours and job description may be modified depending on the needs of Wonder Star School.

4. The post holder may be required from time to time to undertake other duties within Wonder Star School as may be reasonable expected, with changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the pay for this post.
5. The priorities for each year will be reviewed against this job description annually through performance management meetings.
6. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service).

Any candidate with a disability who meets the 'Person Specification' criteria will be invited to interview.

Wonder Star School implements safeguarding protocols in all aspects of their working practices and is committed to safeguarding and promoting the welfare of children and young people.

The School expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an enhanced DBS check and this may include social media checks.

For further details, please contact Wonder Star School on 07706 862061.