



Beckmead River Academy

Class Teacher

Job Description and Person Specification

May 2026

Job Description

Post:	Class Teacher
Responsible to:	Head Teacher
Responsible for:	Teaching Assistants
School:	Beckmead River Academy
Type of school:	SEN Provision
Age range:	KS1 – KS4
Grade:	Teachers' Main Pay Scale (Outer London)
Local Authority:	London Borough of Kingston and Richmond

Role Purpose:

Teaching pupils within the school and carrying out such particular duties that form part of the STPC Document as the Head Teacher may reasonably direct from time to time.

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document as relevant to the post holders' title and salary point. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holders' individual contract of employment, copies of which are available on request.

The post holder is responsible to the Head Teacher and/or the Deputy Head Teachers and/or respective KS Team Leader for his/her teaching duties, responsibilities and teaching tasks. The post holder is responsible for liaison with special needs support services and other outside agencies as appropriate. The post holder is responsible for the supervision of the work of Teaching Assistants and other assistants relevant to his/her responsibilities, and for maintaining efficient working relationships with all pupils, staff in the school and the LEA, parents, governors and all visitors to the school.

Commitment to Diversity:

As a member of the School Team to take individual and collective professional responsibility for championing the School's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Key External Contacts:

- Parents/carers
- Medical, therapy and other multi-agency services
- Educational advisers / consultants within Kingston/Richmond and other boroughs

Key Internal Contacts:

- Class teachers

- Teaching assistants
- School Leadership Team
- Administration Team
- Board of Governors

Financial Dimensions:

The post holder will be responsible for maintaining the budget for their allocated area

Key Areas for Decision Making:

- When to share / report concerns regarding pupils physical or emotional needs
- Monitoring pupil progress and raising concerns regarding achievement
- Management of staff
- Problem solving for individual pupils
- Effective support strategies for pupils and / or staff
- Analysing and summarising significant information to communicate to others

Other Considerations:

Whilst there are some SEN supported pupils in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of challenging situations for staff at all levels.

This post is subject to an enhanced DBS check and satisfactory health clearance

Core Duties:

- To work at all times according to the school aims.
- To teach, according to their special educational needs, pupils assigned in the class group. This will include planning and developing a differentiated curriculum for the assigned age-group and working to support pupils' individual stated objectives.
- To supervise the work of classroom assistants relevant to the allocated class or group.
- To control and oversee the use and storage of teaching materials and equipment provided for class usage.
- To maintain discipline in accordance with the rules and disciplinary systems of the school.
- To prepare schemes of work for the designated teaching groups and ensure the assessment, recording and reporting of progress and attainment.
- To assist with the development of vocational, academic and behavioural aspects and support for learning curriculum.
- To contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- To promote equal opportunities within the school, including the policy for racial equality and diversity, and to seek to ensure the implementation of the LEAs Equal Opportunities Policy, which may include participation in outreach links with other schools in accordance with the school's policy on inclusion.
- To promote the whole school approach to Literacy, Numeracy, ICT and PSHE across the curriculum.

Additional Duties:

- To deliver support for Learning curriculum.

- To take on responsibility for leading and co-ordinating a part of the Curriculum area as referred to in previous point.
- To monitor and report to parents on the progress of KS 1 - 5 pupils.
- To liaise with all staff in the KS 1 - 5 departments.
- To assess pupils' achievement and progress in accordance with arrangements agreed within the school and by reference to the provisions contained in pupils' Statements and annual review reports.
- To maintain records, attend case conferences and liaise with special needs Support services and other outside agencies, as required, with regard to Individual pupils.
- To mark class or group attendance registers.

Negotiated Duties:

The following responsibilities have been negotiated and agreed by the Head Teacher and Deputy Headteacher and person appointed. These may be renegotiated or amended by either side, according to the needs of the school.

- To teach Primary/Secondary pupils at Beckmead River Campus/London River Academy, and to have pastoral responsibility for all pupils in his/her Key Stage Group.
- To co-ordinate and lead the development of the designated curriculum subject area at Beckmead River Campus/London River Academy.

Confidentiality:

An expectation to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the School's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective and collaborative member of the School Team

- Participating in training to be able to demonstrate competence
- Participating in first aid training as required
- Participating in the ongoing development, implementation and monitoring of the service plans
- Participating in PRICE physical intervention training and its practical application

- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes
- Actively sharing feedback on School policies and interventions

Data Protection

- Awareness of the School's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this and GDPR May 2018
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements

Person Specification

Post: Class Teacher

Qualifications

- DFE recognised Qualified Teacher Status.

Knowledge

- Knowledge of assessment and teaching strategies appropriate to children with Special Educational Needs
- Knowledge of the current legislative framework within which teachers operate, including the SEN Code of Practice, Curriculum 2000 and the Literacy and Numeracy Strategies
- Knowledge and understanding of KS4 and KS5 Secondary curriculum
- Knowledge and understanding of ASD/SEMH issues, including the emotional and physical challenges presented by regular involvement in physical intervention

Aptitude

- The ability to relate to and empathise with children who may have complex and severe emotional social and behavioural difficulties

Skills

- Effective group management skills of children with severe emotional, social and behavioural difficulties
- Ability to plan and teach to meet the individual needs of the children
- An ability to empathise with the children and to provide a structure that facilitates emotional social and behavioural development

Personal Qualities

- Sensitivity to and concern for the needs of children and their families
- Ability to establish and sustain good relationships with both children and adults
- Commitment to work as a supportive member of a team within LA guidelines
- Capacity to take responsibility and work relatively independently in relation to his her class
- Insight into the emotional social and behavioural development of the children who attend a special school

Special conditions:

- Enhanced DBS check
- Satisfactory health clearance
- Above average exposure to pupils with traumatic, degenerative, terminal conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional stress
- Close contact with pupils may result in some exposure to bodily fluids

- May require Hepatitis B vaccination
- Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols
- Members of staff must take part in the behavioural and physical intervention training that it is offered by the School