**St Peter’s RC High School**

**Job Description**

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**Title of Post** Specialist SEN teacher

**TLR Level and Value** 2b £4,397

**Relationships** *Ultimate Responsibility*

To the Governors through the Headteacher

*Immediate Responsibility*

To the Headteacher through the Deputy Headteachers

**MAIN CONTACTS**

* All members of staff and parents / carers
* External agencies

**Support for Pupils**

1. To work within our specialist Resourced Provision, planning and implementing appropriate individual learning programmes for pupils with specific language impairment (SLI) and/or autistic spectrum disorder (ASD) through assessment and target setting
2. To involve pupils and their parents/carers in decisions about their learning and teaching outcomes, behaviour and attendance
3. To maintain records, assessments and other relevant documentation related to the progress and attainment of pupils with SLI and/or ASD
4. To produce reports, as required by the SEN lead, for the purpose of multi-agency assessments, annual reviews and end of year reports
5. To act upon advice from multi agencies and communicate this to the SEN lead and relevant staff
6. To co-ordinate the effective transition of pupils coming into school, across key stages and into the next phase of their education
7. To plan with the SEN lead and liaise with teachers/faculty leaders/heads of year for the inclusion of pupils with SLI and/or ASD in mainstream lessons
8. To work with the speech and language therapist to ensure the effective delivery of programmes to develop language skills and the social use of communication.
9. To plan with the SEN lead for the deployment of teaching assistants according to the personalised learning plans of each pupil

**Support for Learning**

1. To give advice and support on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils with SLI and/or ASD
2. To work closely with the SEN lead in raising aspirations and learning outcomes for pupils with SLI and/or ASD in the school
3. To liaise with teaching and support staff to ensure that the specialist teaching programmes are incorporated and consolidated in the pupils personalised learning plan
4. To advise and assist with assessment, pupil tracking and data analysis as required
5. To advise and assist in the development, implementation and review of appropriate behaviour management strategies
6. To act upon advice and guidance provided by the speech and language therapist
7. To support the SEN lead in maintaining close links with the district Social Communication Assessment and Intervention Teams (SCAIT) and ensure access to CAMHS and Educational Psychology as required
8. To assist the SEN lead to ensure that information, advice, planning, timetables etc are shared with all relevant staff within the school and outside agencies
9. To assist in the development of a whole school approach to developing a language friendly environment
10. To ensure that pupils have access to resources and equipment available to all pupils within the school including ICT
11. To maintain positive working relations with staff and pupils and provide a role model by presenting a positive role image and responding appropriately to individual needs
12. To give advice on teaching and learning strategies, curriculum differentiation and resources appropriate to the needs of pupils with SLI and/or ASD attending schools in east and central Manchester.
13. To keep abreast of local and national initiatives with regard to the teaching and learning of pupils with SLI and/or ASD

**Support for the School**

1. To contribute to the training and development of staff to meet the educational and social needs of pupils with SLI and/or ASD
2. To maintain good relationships with colleagues and actively promote team work
3. To ensure that strategic processes are complied with to overcome barriers to learning and guarantee equality of opportunity for all
4. To maintain strong links with specialist staff in other designated provisions across the city and Grange and Lancasterian schools and attend specialist training/networks at least one day per term to ensure consistency of approach across the local authority
5. To comply with and assist with the development of policies and procedures relating to safeguarding, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
6. To undertake duties and responsibilities under the direction of the headteacher in line with those of other teachers in the school

# Staff Development

* 1. To encourage the welfare and professional development of faculty staff and of pupil teachers allocated to the area, ensuring that any identified needs are addressed through the provision of high quality coaching and mentoring
  2. To ensure there is appropriate training for staff in the faculty and that the school is fully aware of national developments

# Management

* 1. To have professional accountability for all teachers and support staff you are working with in your area, and to act as performance management team leader for those staff indicated within the whole school performance management structure, as per staff handbook
  2. To have responsibility for initial disciplinary problems within the area, and establish clear structures for members of the area to refer matters. To ensure the highest professional performance of teachers within the area, encouraging and assisting in the development of teaching styles, including use of observation of lessons and adherence to the school policy on performance management
  3. To attend any relevant meetings as determined by the Headteacher – to report relevant matters to the area members, ensuring good communication
  4. To contribute a faculty plan to the school improvement plan, ensuring the development of strategies to evaluate the plan
  5. To submit to the assessment co-ordinator recommendations for external examination entries and to advise on special arrangements for designated pupils
  6. To be responsible for the production of internal examination papers
  7. To ensure effective primary and tertiary liaison with local schools and colleges to develop continuity and progression
  8. To have responsibility for monitoring the maintenance and condition of accommodation and furniture in the subject areas as well as ensuring displays of pupils work

# Assessment and Monitoring

* 1. To ensure the development of an effective assessment policy within the area which reflects the school's mission statement and whole school policy on assessment
  2. To establish and monitor effective staff record keeping of pupils progress
  3. To monitor the quality of teaching and learning within the specialist subjects by examination of lesson planning, examination of pupil work, observation of lessons and evaluation of the quality of display and stimulus in the teaching environment. This monitoring and subsequent support for colleagues is an integral part of the school improvement. Regular reports are to be passed to the Headteacher

**5. Information Communication Technology**

5.1 To review and, where necessary, introduce new software and ICT techniques, including the internet, with particular emphasis on cross curricular issues

5.2 To monitor the use of ICT equipment in all area activities

**6 Equal opportunities Policy**

6.1. Promote equal opportunities in all aspects of responsibility according to the school’s aims and objectives

*In addition to those duties and responsibilities outlined above, the contributions of each member of staff to the work of the school will include the following:*

* *to play a significant and prominent role in the spiritual life of the school community*
* *to maintain a high standard of discipline, appearance, punctuality and commitment in all pupils*
* *to promote parental and community involvement in the life and work of the school*

*Job Descriptions are reviewed annually or as changing circumstances require. This job description should be read in conjunction with the latest School Teachers’ Pay and Conditions Document*

**PERSON SPECIFICATION**

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Listed below are the minimum requirements, which are considered necessary for the post. In your application, please address each of the areas **asterisked**, giving details of your experience together with examples of how you have undertaken tasks, which illustrate clearly that you have the relevant experience, abilities, skills, knowledge and commitment for the post

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|  |  | **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** | | |
|  | **1.** | **Training, Qualifications, Experience:** |  | |
| \* |  | to be a qualified teacher | Application Form | |
| \* |  | to have attended recent, relevant courses | Application Form | |
| \* |  | to have recent experience of teaching  children in the secondary age range | Application Form | |
| \* |  | to have recent experience of professional development and self-awareness of professional needs | Application Form | |
|  | **2.** | **Interpersonal Skills:**  **To be able to communicate and co-operate effectively by:** |  | |
|  |  | being aware of the need to develop appropriate social values and standards | Interview | |
|  |  | making use of speaking and listening skills in different teaching contexts | Interview | |
|  |  | establishing and maintaining good relationships, in particular with pupils, parents and colleagues | Interview | |
|  | **3.** | **Management and Organisation:**  **To be able to manage and organise effectively by:** |  | |
| \* |  | matching the teaching to the pupils' individual needs | Interview /  Application Form | |
| \* |  | working collaboratively within the team of teachers and in the classroom | Interview /  Application Form | |
| \* |  | using a variety of teaching styles, including individual, group and whole class approaches | Interview /  Application Form | |
| \* |  | planning and, organising the curriculum to the appropriate level | Interview /  Application Form | |
| \* |  | creating a purposeful, orderly, supportive and stimulating environment for pupils’ learning | Interview /  Application Form | |
|  | **4.** | **Curriculum:**  **To be able to teach effectively and ensure continuity by:** |  | |
| \* |  | promoting the social, cultural, spiritual and moral development of all pupils | Interview /  Application Form | |
| \* |  | demonstrating clear current knowledge in the relevant subject | Interview /  Application Form | |
| \* |  | planning, developing and monitoring appropriate learning activities | Interview /  Application Form | |
| \* |  | understanding that the role of the school is to provide effective education for all pupils | Interview /  Application Form | |
| \* |  | being aware of the need to maximise the potential of ICT as an aid to learning | Interview /  Application Form | |
| \* |  | assessing, recording and reporting on pupils’ learning | Interview /  Application Form | |
|  | **5.** | **Special Knowledge:**  **Understanding and awareness of:** |  |
| \* |  | the learning, social, cultural and pastoral needs of pupils in urban schools | Interview /  Application Form |
| \* |  | the principles and practices of equal opportunities and the various cultures served by schools in urban areas | Interview /  Application Form |
|  | **6.** | **Work Related Circumstances**  **Commitment to:** |  |
| \* |  | the school’s Equal Opportunities Policy | Interview /  Application Form |
| \* |  | developing the role of parents and carers as partners in their children’s education | Interview /  Application Form |