

LOWER SCHOOL SEN TEACHER JOB DESCRIPTION

Job Title:	Lower School SEN Teacher
Line Manager:	Inclusion Manager

Purpose of Job

Lower School Teachers are responsible for ensuring that every child they work with makes the maximum possible progress, relevant to their potential, within the ethos and policies of the School. The main role of the SEN teacher is to teach and provide support and advice for students with a range of additional needs.

Duties and Responsibilities

1. Planning, Teaching and Class Management

To focus on the learning of each student by -

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge students and ensure high levels of interest, having appropriate and demanding expectations, clear targets and building on prior attainment
- Identifying and meeting the needs of all students including disabled students, SEN, or very able students.
- Providing clear structures for lessons maintaining pace, motivation and challenge. Ensuring effective teaching and best use of available time.
- Assessing, recording and reporting on the development, progress and attainment of students to inform future planning.
- Maintaining discipline in accordance with the School's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work.
- Using a variety of teaching methods to match approach to content, structuring information, presenting a set of key ideas and using appropriate vocabulary.
- Using effective questioning, listening carefully to students and giving attention to errors and misconceptions.
- Selecting appropriate learning resources and develop study skills through library, I.C.T. and other sources. Ensuring the effective and efficient deployment of classroom support.
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Encouraging students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- Evaluating own teaching critically to improve effectiveness.

- m. Using a variety of teaching strategies such as planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
 - n. Working with other professionals to develop and review individual education plans (IEPs) for students, involving students, parents/carers in the process where possible
- 2. Monitoring, Assessment, Recording, Reporting**
- a. Assessing how well learning objectives have been achieved in order to improve specific aspects of teaching.
 - b. Marking and monitoring students' learning and setting targets for progress.
 - c. Keeping records of students' attainment and progress
 - d. Preparing and presenting informative reports to parents where appropriate. Meeting with parents to discuss progress and to determine priorities for students and their individualised educational needs.
 - e. Serving as a member of a multidisciplinary team as appropriate.
- 3. Curriculum Development**
- a. As a team member, contributing to the ongoing development of a creative and appropriate curriculum.
 - b. Contributing to the whole School's development activities.
 - c. Promoting awareness of special educational needs and disability informally and formally (e.g. staff meetings)
 - d. Assessing students who may have long or short-term learning difficulties and working with colleagues to identify needs. Collaborating with colleagues to define appropriate activities in relation to the curriculum
- 4. Whole School**
- a. Supporting the development of a purposeful and stimulating learning environment.
 - b. Participating in professional development reviews
 - c. Safeguarding health and safety at all times
 - d. Contributing to Leadership in Action activities, including offering two extra-curricular activities
 - e. Teaching Lower School classes where required
- 5. Personal and Professional Conduct-Maintaining High Standards of Ethics and Behaviour, within and Outside School**
- a. Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - b. Have regard for the need to safeguard students' well-being, in accordance with School policy and School safeguarding code of conduct
 - c. Show tolerance of and respect for the rights of others
 - d. Support and encouraging fundamental values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - e. Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

- f. Have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in their own attendance and punctuality

Other Responsibilities

- Any additional duties that the Head Master deems necessary for the effective operation of the School

Required Qualifications, Knowledge, Skills and Personal Qualities

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England (plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extracurricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children
- Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Education is an ever-changing service and all staff are expected to participate constructively in School activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the School.