**Acland Burghley School**

**Teacher of SEND**

**Job Description and Selection Criteria**

**Job Description**

Responsible to the Head of Additional Educational Needs (SENDCO)

**Key purposes:**

* To be responsible for the provision of support for students in the Base
* To plan, teach and monitor interventions within the Base and across the curriculum for Base students
* To line manage Teaching and Learning Assistants in conjunction with the Head of Faculty of AEN

**Key Responsibilities:**

Under the guidance and directions of the Head of Department, to:

* Set clear and high expectations of students in line with the aims of the school;
* Create pupil profiles with specific strategies to support teaching and learning of pupils with ASD in mainstream lessons;
* Plan, teach and monitor interventions within the Base and across the curriculum for Base students;
* Use school data to track students and plan appropriate interventions;
* Deliver training of ASD strategies to teaching assistants and teaching staff;
* To coordinate provision with external professionals e.g. the Speech and Language Therapist and Educational Psychologist
* To conduct annual reviews for all students, ensuring that challenging and appropriate individual targets are set. The correct forms must be used. Direction will come from the HoF AEN;
* To be responsible for all aspects of the welfare of students in the resource base, establishing and monitoring pastoral support plans or individual behaviour plans where appropriate to ensure a consistency of approach towards individual needs.
* To develop flexible systems of support for students during unstructured times, including lunchtime and before school, ensuring their access to the resource base at all times.
* To develop and manage extra-curricular activities for students and accompany students on educational visits.
* To attend the performances and events in which students in the resource base participate and support colleagues in the organisation of such public events.

**Curriculum:**

* To ensure each student on roll in the resource base has a broad, relevant and motivating curriculum, and to evaluate its quality and impact on student progress.
* To develop and keep under review schemes of work taught in the resource base
* To develop coherent systems for planning, assessment, recording and reporting within the resource base, in line with whole school policies.
* Working with mainstream colleagues, to ensure that schemes of work accessed by resource-base students are appropriately differentiated to meet their specific needs;
* To assist in the development and differentiation of the school curriculum to better meet the needs of all students with ASD.

**Partnership with Parents/Carers and Professionals**:

* To work in partnership with the SENDCO and Director of Learning AEN to ensure the progress and well-being of all students within the resource base.
* To ensure high standards of safeguarding are kept across the Faculty
* To ensure the effective liaison with other agencies, internal and external, to ensure that the needs of every student are fully met.
* To ensure excellent communication and partnership with parents and carers on all aspects of the students’ education and welfare, including responding to parents’/carers’ contact within 24 hours.
* To monitor student attendance on a weekly basis and ensure that attendance procedures are being followed by students and staff.

**Interface with Mainstream**:

* To consult regularly with mainstream colleagues on the progress, issues and concerns of individual resource-base students.
* To provide ongoing training and support for colleagues across the school, enabling them to improve their effectiveness in meeting the educational and welfare needs of all students with ASD, and other students where appropriate.
* To contribute to induction programmes for new staff.

**Leadership and Management**:

* To monitor, in line with the school policy, the quality of teaching, learning and assessment within the Resource Base to ensure consistency of approach.
* To undertake classroom observations in accordance with school policy.
* To support, develop, motivate and supervise all staff within the resource base. and ensure they have a good understanding of best practice in working with ASD students.
* To ensure that all staff within the resource base adhere to school policies, and to address any areas of concern.
* To ensure that resources, equipment and the specialist provision conform to satisfactory health and safety standards and procedures.
* To attend meetings as required by the school calendar and school procedures, including QP meetings as directed by the H meeting the SEN link governor termly.
* With the Deputy Head and the SENDCO, to plan strategically for the overall development of the school’s ASD provision.
* To contribute as a middle leader to the development of the school, attending middle leaders’ meetings and other school meetings as required.
* To demonstrate a commitment to continued professional development and to keep up to date with current educational issues and the latest research in the field.

**General responsibilities**

* To undertake other common responsibilities of qualified teachers where required, including the supervision of students as part of a duty rota, pastoral responsibilities, maintenance of the behaviour and rewards policies, and upholding the school’s safeguarding policy and ECM agenda.
* To maintain and develop the ethos, values and overall purposes of the school.

*All teachers are expected to meet the Teachers’ Standards (DfE May 2012) in full*

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## Person Specification

**Teacher of SEND**

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| Education, Qualifications & Experience | 1. Qualified Teacher Status 2. Record of excellent classroom practice 3. Evidence of continuing programme of appropriate professional development 4. Teaching widely across the age and ability range at Key Stages 3, 4 and 5 5. Record of participation in activities beyond own classroom designed to have impact on student progress either at subject or year/house level, such as organising extra-curricular activities or working for an examination board 6. Experience of teaching those with SEND |
| Knowledge, Skills & Understanding | 1. Ability to write quality curriculum plans for the short, medium and long term which ensure pace, challenge and progression within every lesson 2. Ability to create resources for teaching and engaging students in their learning 3. Ability to coach colleagues on their daily practice in planning, teaching and assessment 4. Ability to project a positive image of the subject across the school community to students, colleagues and parents 5. Ability to lead and manage a team of colleagues, including other middle leaders 6. Excellent inter-personal skills 7. Ability to contribute effectively to the leadership of QTLA at ABS 8. Statutory curricula and non-statutory frameworks, especially the requirements of National Curriculum orders 9. Excellent knowledge and understanding of the requirements of the *SEN Code of Practice 2014* 10. Critical understanding of the most effective teaching, learning and behaviour management strategies 11. Broad knowledge of the variety of courses and syllabuses on offer within the subject area 12. Confident understanding of the role of assessment and AfL in securing pupil progress 13. Detailed grasp of lines of progression, and of grades/levels in the subject 14. Confident grasp of strategies to differentiate teaching and personalise learning 15. Knowledge of the parts played by Literacy, Numeracy and ICT in learning 16. Up to date knowledge of a range of effective learning and teaching initiatives 17. Extensive knowledge on matters concerning equality, inclusion and diversity in teaching |
| Professional Expertise | 1. Commitment to helping every child achieve his or her very best 2. High aspirations for children and for ABS 3. A ‘can do’ approach to work in school 4. Commitment to the protection and safeguarding of children and young people 5. A passion for teaching students with SEND and a creative approach to engaging all students |
| Monitoring, Evaluation & Review and Accountability | 1. Has the skills and aptitude to lead and manage colleagues and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary. |
| Other Professional Requirements | 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Commitment to equal opportunities |