



Burnt Mill Academy Trust

JOB DESCRIPTION

POSITION:	SEN Specialist teacher
REPORTS TO:	Head of DSU
PAYSCALE:	M1 to M6 (£24,018 to £34,934 per annum with a an additional TLR 2C (£2,667) <i>Scale point will be dependent on skills, experience and track record</i>
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head Teacher and Co-Heads
CONTRACT:	Full time

PURPOSE OF THE JOB

The successful candidate will be required to be a qualified teacher with an OCR level 5 and/or 7 Diploma in Teaching Learners with Dyslexia/SpLD, to work primarily in an Enhanced Provision Unit for dyslexic students attached to Forest Hall School.

To provide professional and outstanding Teaching, Learning & Assessment across the school in order to raise standards of dyslexic, other SEN and non-SEN student attainment and achievement across the school by:

- Leading innovation and development of Teaching & Learning through ICT and other new technologies and research.
- Developing and enhancing the teaching practice of others through coaching about how best to support SEN students across the school.
- Support with the strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.
- To provide efficient and effective support for pupils with Special Educational Needs and disabilities to assist in their integration with the main school. The post requires flexibility and the ability to work well in a team.

Liaison with:

The post-holder is required to liaise with SLT, Head of the DSU, Assistant Head TLA & SENCO, Learning Mentor, Form Tutors, Subject Leaders, relevant support staff, subject staff, LA staff, link governor and parents/carers.

The post-holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching across the Trust schools.

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KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

- DSU Teaching, Learning & Assessment
- CPD for DSU raising standards
- Ensure that the special educational needs and disabilities of the student, as described in the Education, Health and Care Plan are supported.
- To strategically develop the whole school use of national initiatives to ensure effective planning for future improvements.
- Co-ordinate and contribute to the annual reviews and reviews of DSU Individual Education Plans and where appropriate, attend / chair meetings when necessary.
- To support the SEN provision across the school.
- To monitor, assess and develop the interventions for DSU students.
- To support and update staff of changes to EHCPs and monitor their implementation of students in the DSU and outside if necessary.
- To support the professional development of teaching staff and others.
- To take responsibility for an identified whole school initiative linked to the position of Specialist teacher.
- To liaise with the Line Manager as appropriate with regards to the DSU student review and reporting processes and procedures at each key stage.
- To monitor the progress of individual DSU students and feed back to relevant staff and parents/carers as appropriate.
- To take part in and help with the organisation of academic tutorials / parents' evenings for DSU students.
- To liaise with other schools, as required, to arrange student transfers and placements for DSU students.
- To keep reports of DSU student achievement.
- To make contact with DSU parents/carers to discuss student achievement and/or behaviour.
- To liaise with outside agencies as appropriate.
- To meet regularly with the Line Manager.
- To meet regularly with teaching and support staff regarding student support.
- To keep parents/carers of students in the DSU informed of issues related to their child's overall educational and social development.

Teaching:

- To keep up to date with national developments in pedagogy.
- To ensure that challenging targets are set, understood and used effectively to raise standards of DSU attainment.
- To develop a culture of independent learning through the Forest Hall Way.
- To ensure that new technologies are introduced and deployed effectively across the school.
- To evaluate the performance data provided and take appropriate action on issues arising – setting realistic deadlines where necessary and reviewing progress on the action taken for DSU students.
- To contribute to intervention and mentoring strategies for DSU students.
- To undertake an appropriate programme of teaching in accordance with the duties of a qualified teacher as identified in the Teachers Job Description.
- Support the identification of and disseminate the most effective teaching approaches for individual students with dyslexia/SPLD.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, or Provision Maps - keeping accurate records.

Additional duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week and/or lunchtime enrichment activities as required by the Executive Head or Co-Heads of School.
- To support student progress by completing one homework club session after school each week as required by the Executive Head or Co-Heads of School.
- To become an active part of the school life by becoming a form tutor contributing to the social and academic progress of students.

Other specific duties:

- To continue personal development as agreed.
- To assist with the carrying out of risk assessments as appropriate
- To ensure that Health and Safety policies and procedures are followed
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Executive Head or Co-Heads of School not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Co-Heads & Executive Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

Person Specification – SEN Specialist teacher

[illegible]

	14. Awareness of and commitment to equalities issues	✓	
	15. Committed to personal and professional development	✓	
Personal Qualities	Characterised as: <ol style="list-style-type: none"> 1. Sensitivity to the needs of others 2. Flexible and adaptive approach to work 3. Reliable and trustworthy 4. Committed to safeguarding children 5. Values and behaviours suitable for working with children and young people. 6. Committed to equal opportunities 7. Emotionally intelligent and self-aware 8. Calm under pressure and flexible in approach. 9. A belief in the ability of children and young people to achieve and to overcome obstacles to their learning. 10. Evidence of further study /higher education/ professional development 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓