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| **JOB DESCRIPTION** |
| **KEY INFORMATION ON THE ROLE** |  |
| **Position Title** | **Teacher of SEN/Inclusion** |
| **Reports To (title)** | **Headmaster** |
| **# Direct Reports** | **TBD** |

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| **SECTION I: JOB PURPOSE** |
| Accountable to the Headmaster, for the effective delivery of classes/sessions/one-to-one within the SEN/Inclusion department in School. This is not an exhaustive list and other duties/requirements are at the discretion of the Headmaster. |
| **SECTION II: KEY RESPONSIBILITIES**  |
| **Key Responsibilities:** | **Teaching & Knowledge sharing*** Outstanding classroom practitioner providing challenging sessions at a suitable pace.
* Teach children from KS1 up to and including KS3
* Variety of teaching methods and techniques used to engage children’s differing needs.
* Be a role model for students, inspiring them to be actively interested in their studies
* Follow agreed schemes of work as provided by subject specific departments in all key stages.
* Use appropriate programs/schemes that best fulfil the needs to each individual child and liaise with the SENDCo to ensure that teaching/approach is agreed within the school framework.
* Use a variety of approaches/resources to best engage learners allowing them to make progress at a more rapid pace.
* Work closely with all teaching and support staff to ensure that they have the necessary skills and resources to deliver effective learning within the classroom environment.

**Assessments and development** * Lead/be involved with the development of curricular schemes of work.
* Assess children’s progress and provide effective feedback for learning to progress coherently particularly with the parents of individual students.
* Undertake assessment of students as required by external examination bodies, curriculum areas and school procedures.
* Follow setting and coordinate assessment arrangements in all key stages and in all areas as required by school policies and ensure that any individual requirements are met when examinations are taken such as additional time/scribe etc.
* Monitor pupil performance, skills and attitude.
* Form tutor and pastoral care.

**Compliance and Liaising** * Administrative duties with Schools management software.
* Fulfil School policies and procedures to promote AGS core values.
* Liaise closely with the Headmaster and Senior Leadership Team on all academic matters
* Active member in the wider school life and in particular the promotion of the subject within and outside of the school.
* Attend staff meetings, parents’ evenings and any other functions as required by the Headmaster.
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| **SECTION III: KNOWLEDGE AND SKILLS** |
| Minimum Educational Qualifications Required for the Role | BA/BSc Computing/ICT degree and further teaching qualification. QTS is required. |
| Minimum Years of Experience Required | As per ministry regulations staff will need 2 years of experience if B Ed qualified or 5 years of experience if BA qualified with a teaching qualification. |
| Nature of Relevant Experience Required | Strong Academic background, strong knowledge of differentiated plans to work with children’s needs. Excellent knowledge of assessment strategies and their effective implementation.An understanding of the developmental needs of our younger students. |
| Language Skills | English (first language) |
| Special Skills and Abilities | Effective communication, approachability, accessibility and flexibility. Strong ICT skills with self-motivation, initiative and solution focused  |
| **SECTION IV: KEY INTERACTIONS**  |
| Key Internal Contacts: | Frequency of Interaction and Purpose and |
| Head Teacher/Principal | Daily, reporting purpose |
| Students | Daily, Teaching, assessment purpose |
| Key External Contacts: | Purpose and Frequency of Interaction: |
| Local Schools | As required |
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| **SECTION V: WORKING ENVIRONMENT** |
| Working Conditions | Normal working conditions |

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| **JOB DESCRIPTION DOCUMENTATION** |
| Documented By: |  | Signature & Date: |  |
| Reviewed HOD: |  | Signature & Date: |  |
| Approved By: |  | Signature & Date: |  |