**Job Description for Key Stage 3 SEN Teacher**

Note: Whilst this post follows a “primary model” it is designed to meet the needs of the most vulnerable students in transition, many of whom may have SEND or EAL.

**Hours of Work: Standard Teacher contract – Directed 8am – 4pm and scheduled meetings**

**Salary: ULT Pay Policy applies.**

**Line Manager: Curriculum Area Leader of Transition**

**Main Purpose of Job**

* To be responsible for a KS3 Class within Transition.
* To ensure accelerated progress, high quality curriculum provision and effective teaching and learning within the transition area.
* To build and maintain good relationships with local primary schools, to be part of Manchester Academy’s Transition team.
* To collect relevant information from primary schools and use it to plan the appropriate transition curriculum.
* To ensure appropriate induction for students and parents who will benefit from the Transition Curriculum.
* To work closely with the SLT link for Transition, the Curriculum Area leader and the SENCO to ensure the success of the students placed in the transition curriculum.

**Tasks**

**Teaching and Learning**

* Deliver high quality Transition lessons. (English, Maths, Geography, History, RE, and Science).
* Be able to teach a main school subject up to KS3.
* Ensure the appropriate Literacy/Numeracy, SEN support for targeted students.
* Plan work in accordance with the curriculum area programmes of study and so that it addresses the personalised learning needs of every student.
* Modify existing schemes of work and create new schemes in accordance with yearly modifications to the Transition Curriculum.
* Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
* Take account of students’ prior levels of learning and achievement (including IEPs) and use them to set targets for future improvements and in daily planning.
* Set work for students absent from school for health or disciplinary reasons.
* Maintain positive relationships by adherence to the advice given to staff in the Behaviour Management Policy.
* Set high expectations for students’ behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour for learning strategies.
* Assess students work in line with the departmental and school policies.
* Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.
* Have a detailed knowledge of the SEN of practice and/or relevant aspects of the National Curriculum and other statutory requirements.
* Secure progress towards student targets. Reward achievement using the guidance from the Academy.
* Know how to prepare and present informative reports to parents.
* Recognise that learning takes place outside the Academy context and provide opportunities to develop students’ understanding by relating their understanding to real and work related examples.
* Carrying out regular assessments and target setting using 1-9 criteria along with KPIs to monitor progress and inform future planning.
* Organise visits and trips to support students’ work in lessons and awareness of the British values and culture.

**Relationships with others**

* Understanding the need to liaise with partner professionals responsible for students’ welfare, care and guidance.
* Establish effective working relationships with professional colleagues to benefit the students in the transition curriculum.
* Be the first point of contact for parents regarding these students.
* Work in collaboration with any support staff attached to any teaching group or student.

**Transition outreach responsibilities**

* To be part of Manchester Academy’s transition team and to be visible and well known to main feeder primary schools
* To identify students who have Special Educational Needs through collection of information and data and to plan the appropriate curriculum for these students when they start at Manchester Academy.
* To develop links with feeder primary schools to support Literacy and Numeracy activities.
* To plan relevant induction activities for students and parents in the Transition Curriculum.
* To fulfil all commitments in the transition timeline/diary.

**All posts and post holders also comply with the ULT Professional Standards for Leaders and Managers.**

**This job description will be updated on a regular basis in consultation with the post holder.**

***The above information is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in the job description.***

**Person Specification Transition Teacher**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Description | Rating | Evidence |
|  | ***Knowledge and Understanding*** |  |  |
| 1. | A degree or equivalent in the subject to be taught. | Essential | Application |
| 2. | A confident and competent user of ICT. | Essential | Application |
| 3. | Ability to use an interactive whiteboard as a teaching tool. | Desirable | Interview |
| 4. | Experience of teaching a diverse student body. | Essential | Interview |
| 7. | An understanding of relevant legislation concerning Safeguarding | Desirable | Application/Interview |
| 8. | Have good knowledge of the Key Stage 2 and 3 Curriculum | Essential | Application/Interview |
| 9 | Have an up to date knowledge of the SEN policy and its intervention. | Essential | Application/Intervention |
|  | ***Teaching and Assessment*** |  |  |
| 10.. | An understanding of Assessment for Learning. | Desirable | Application / Interview |
| 11. | Ability to assess student work accurately and precisely using criteria. | Essential | Application / Interview |
| 12. | Ability to motivate, engage and enthuse learners. | Essential | Application / Interview |
| 13. | Ability to plan work and assess which results in learners making sound and steady progress. | Essential | Application / Interview |
| 14. | Be a caring person with excellent organisational skills. | Essential | Application / Interview |
| 15. | Have strong interpersonal skills and the ability to work and plan as part of a team. | Essential | Application / Interview |
| 16. | Be passionate about meeting the needs of learners. | Essential | Application / Interview |
| 17. | Be keen to challenge young minds and make a difference | Essential | Application / Interview |
| 18. | Be willing to share expertise, especially in your subject area, and lead by example. | Essential | Application / Interview |
| 19 | To have experience of working with SEN, EAL and vulnerable students. | Essential | Application / Interview |
| 20 | To be a creative and imaginative teacher to capture the lower ability pupils interest in learning. | Desirable | Application / Interview |
|  | ***Student Learning and Progress*** |  |  |
| 21. | An understanding of the importance of data in relation to student progress. | Essential | Application / Interview |
| 22. | To keep accurate, precise and relevant records of student achievement. | Essential  | Application / Interview |
|  | ***Wider Professional Effectiveness*** |  |  |
| 23. | To comply with Academy routines and protocols as written and intended. | Essential | Application / Interview |
| 24. | To communicate effectively and willingly with all Academy stakeholders. | Essential  | Application / Interview |
| 25. | To demonstrate awareness of the need to promote and protect the Academy’s profile and reputation. | Essential | Application / Interview |
|  | ***Professional Characteristics*** |  |  |
| 26. | To demonstrate commitment to the professional development of self and that of the Academy. | Essential  | Interview |
| 27. | A commitment to undertake all relevant in-service training and continual professional development | Essential | Application/Interview |