

## JOB DESCRIPTION

<b>JOB TITLE</b>	<b>SEN Class Teacher</b>
<b>GRADE BAND</b>	<b>MPS</b>
<b>RESPONSIBLE TO</b>	<b>Principal</b>
<b>DEPARTMENT</b>	<b>SEN</b>

<b>SIGNED</b>	
<b>PRINTED</b>	
<b>DATED</b>	

### **JOB PURPOSE**

- Teach a small group of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their SEMH and learning needs;
- Maintain the positive ethos and core values of the school and WHF, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Ensure that the current national conditions of employment for schoolteachers are met.
- Ensure pupils are safe by following all safeguarding procedures, reading Safer Working Practice and subscribing to this as the way of working with pupils to keep them safe

## MAIN TASKS, DUTIES & RESPONSIBILITIES

- Implement agreed school policies and guidelines;
- Teach the agreed curriculum in the manner that follows the ethos and understanding of SEMH pupils and school
- Support initiatives decided by the Principal and staff;
- Ensure they attend the required Team Teach training in order to stay up to date with the minimum training requirements yearly
- Intervene using positive physical intervention when it is reasonable, proportionate and necessary in order to maintain the safety of both children and adults or in order to maintain good order
- Plan appropriately, thinking specifically about each child in the planning process and consulting with and supporting the team, to collectively meet the needs of all pupils, through differentiation of tasks and strategies to engage SEMH pupils and with a specific and initial emotional quotient approach
- Motivate pupils with enthusiastic, imaginative and creative experiences and inspire learning through building resilience, emotional quotients, relationship quotient and extending curiosity to become the ability to take risks in learning and life.
- To use 'play as a rehearsal for life'
- To plan the class environment and teaching approaches to suit and enable pupils with SEMH needs and to think creatively about how to meet these challenging needs
- Liaise with the SENDCo in order to meet additional needs of the pupil
- Be able to set clear targets, based on clear baselines of where children have started from socially, emotionally and mentally and also with academic skills for life
- Follow the schools policy on marking in order to facilitate development of the whole child
- Provide an appropriate classroom environment designed to meet SEMH need where the teacher models structure, organisation and pride in the environment
- Keep appropriate and efficient records which inform future planning for individual need always having SEMH need and EQ as the foundation for learning
- Submit appropriate data which tracks the child as a whole person to the Senior Leadership Team every term. This will require careful links to SEMH need and an explanation of how SEMH data influences and supports any learning outcomes
- Report to parents on the development, progress, engagement, life skills, positive relations and resilience, of the whole child
- Maintain good order and discipline amongst pupils by creating and managing an environment, that promotes structure, organisation and clear expectations and that also nurtures individuals so that they feel safe, secure and emotionally contained. The environment and approach should

promote, support and develop pupils' ability to self-regulate their behaviour

- Participate in meetings which relate to the school's management, curriculum, administration or organisation
- Communicate and co-operate with specialists from outside agencies
- Work together collaboratively with the whole Nyland campus team
- Lead, organise and direct support staff within the classroom. This will entail ensuring all staff understand individual need and manage it consistently for each child. The teacher will be responsible for deciding what happens next in incidents that may occur in the classroom and will need to plan so that TA's can support individual learning independently of the teacher if required to.
- Participate in the performance management system for the appraisal of their own Performance
- Provide advice for colleagues for a curriculum area and to ensure resources are adequate to meet the teaching and learning needs of this curriculum area.
- Staying up to date with changes and developments in the structure of the curriculum and teaching pedagogy including updating knowledge about SEMH need, attachment issues, emotional quotient, working memory support, skills for learning and mental health
- Taking part in school events and activities which may take place at weekends or in the evening
- Liaising with colleagues and working flexibly understanding that a special school is both small and has unique needs and structures that can change daily
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by the Head Teacher not mentioned in the above

### **Pastoral Care**

- To help promote and safeguard the welfare of all children.
- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them.
- Ensure that a high standard of care and good order for all children is maintained.

### **Communication and Community Links**

- To fully support the life and work of the school.
- To develop and maintain positive and effective professional relationships with colleagues, parents, the local community and Governors.

- To ensure that parents and pupils are well informed about the KSI curriculum, attainment and progress and are able to understand and contribute to targets for improvement.
- To participate in meetings which relate to the school's management, curriculum, administration or organisation

## **ADDITIONAL DUTIES & RESPONSIBILITIES**

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination on the grounds of colour, race, ethnic or national origins, sexual orientation, age, marital status, disability, trade union association or religious beliefs.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

## PERSON SPECIFICATION

<b>Method of Assessment</b> This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	<b>Essential or Desirable</b>	<b>Application Form</b>	<b>Interview Stage</b>
<b>Qualifications, Education and Training</b>			
QTS certified	E	X	
Evidence of continuous INSET and commitment to further professional development	D	X	
INSET involving SEMH understanding, Attachment issues, emotional quotient, therapeutic input, metacognition, working memory or skills for learning	D	X	
SEN training	D	X	X
Team Teach training	D	X	
<b>Experience and Knowledge</b>			
Teaching at a primary school level	E	X	X
Experience of working with pupils who have challenging behaviours	E	X	X
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	E	X	X
Effective de-escalation strategies for managing challenging behaviour	E	X	X
Statutory National Curriculum requirements at the appropriate key stage	E	X	X
Monitoring, assessment, recording and reporting of pupils' progress	E	X	
Statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection	E	X	X
Positive links necessary within school and with all its stakeholders	E		X
Paradigms they work from, their own belief systems and premises for behaviour, discipline, social standing and life	E	X	X
How to manage staff within a classroom	E		X
SEMH, attachment issues, metacognition, working memory, skills for learning, emotional quotient	D		X
ICT	D	X	
The impact of adult emotion and behaviour on pupil behaviour	D		X
<b>Skills and Abilities</b>			
Promote the school's aims positively	E		X
Develop good personal relationships within a team	E		X
Establish and develop close relationships with parents, governors and the community	E		X
Communicate effectively (both orally and in writing) to a variety of audiences	E	X	X
Create a happy, uniquely appropriate, creative environment that promotes engagement, a feeling of safety, structure, routine and nurture	E		X
<b>Values and Behaviours</b>			
<b>Contacts and Relationships</b>			

<b>Physical, Mental and Emotional Demands</b>			
<b>Special Requirements</b>			
The ability, experience and enthusiasm to embrace and implement change effectively	E	X	X
Committed, empathetic, enthusiastic, organised, patient, resourceful, nurturing	E	X	X
A commitment to appropriately meeting SEMH need and through this promote whole child development in order to support pupils to become worthwhile members of the community in theirs and other eyes	E	X	X
Sympathetic with the ethos of the school to accept all pupils unconditionally and allow them to start fresh every day	E	X	X
To embrace the approach of emotional quotient first as the foundation in order to build learning in an appropriate and sustained manner	E	X	X
Emotional resilience	D	X	X
Ability to work enthusiastically with change	D	X	X