



### Leith Hill School Job Description

<b>Job Title</b>	SEN Primary Teacher
<b>Reporting to</b>	Headteacher
<b>Department</b>	Education

### Job Purpose

To lead on the planning, delivery, assessing and reporting of KS2 Primary curriculum encompassing all core and foundation subjects, with a focus on Phonics and reading. To ensure that all planning of your subject area is clearly sequential so that all pupils' learning is progressive and extended to demonstrate ambition. To assess and report on pupil achievement and engagement in lessons, leading on whole school objectives and initiatives to raise the profile and enjoyment of core and foundation subject across the primary provision.

To be a highly effective professional who demonstrates thorough subject knowledge, innovative teaching and close monitoring of pupil targets and progression. Demonstrate a clear aptitude to be able to monitor, assess, review and evaluate the breadth of learning and progress in your subject area, across the school. To report on the effectiveness of the English Curriculum and Reading initiatives to Governors and external stakeholders.

### Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics beyond those set out within a standard teaching post, and in particular will:

- To support the aims and ethos of the school.
- To fully meet the Teachers' standards and the enhanced practice as set out by the SLT
- To comprehend and adhere to the school's Safeguarding Policy and practices, as well as all policies, procedures and risk assessments provided by the school.
- To promote the attendance and welfare of children within your Tutor Group ensuring clear and regular communication with home.
- Inspire trust and confidence from parents, pupils and colleagues and other outside stakeholders through professional and sensitive verbal and written communications.
- To support a calm, approach and good order among the pupils in line with the school's practices and policies, within the classroom and on offsite visits.
- To promote your range of subject through a variety of off-site enrichment activities, initiatives, assemblies and activities, working closely with colleagues in a collaborative manner.
- To contribute to the School's Development Plan, identify clear targets and success criteria for its development and / or maintenance.
- To work with your colleagues in provisioning a lunchtime activities framework to engage the children as part of the school's curriculum enrichment.
- Promote the wider aspirations and values of the school.

## **Planning, Teaching and Class Management**

- Prepare and review long and medium-term planning to ensure appropriateness of learning objectives, high levels of engagement and innovative practices can demonstrate:
  - **Intent** – rationale and intended outcomes
  - **Implementation** – information about how the intended learning opportunity will be delivered to pupils, including details about how the learning and resources will be adapted for the ability levels and learning needs of each pupil
  - **Impact** – a summary of the knowledge and skills that each pupil will know after completion of the learning delivered during the activity
- Contribute to school planning and evaluation documents
- Identify and support the implementation of cross-curricular opportunities specifically around subject areas

## **Monitoring, Assessment, Recording, Reporting**

- Each half term, provide formative and/or summative overview of attainment, engagement and pupil progress, highlighting areas for further attention
- Contribute to the creation of reports at the end of each term and at the end of each academic year for external stakeholders and Governance
- Liaise closely with KS3 subject leads to ensure seamless transition in learning and subject coverage, sharing accurate and evidenced levels and targets.
- Work closely with Transition Lead to devise comprehensive transition plan Y6-Y7.

## **Pastoral Duties**

All Teachers are expected to monitor and support the pupils' pastoral wellbeing. However, most teachers are also required to lead a tutor group, the responsibilities of which are as follows:

- Ensure that the attendance registers for pupils are up to date and accurate through the timely submission of Daily Attendance records,
- Ensure safeguarding procedures are completely adhered to seeking DSL intervention and advice at all times.
- Maintain regular communications with parents/carers as to the achievements and wellbeing of pupils in your Tutor Group. Seek the support and involvement of the DSL/DDSL/Family Liaison Lead and SLT on matters requiring additional support with the pupil and parents.
- Ensure all messages and communications are relayed to pupils as well as parents/carers with important information in a timely manner

## **Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities.
- always operate within the stated policies and practices of the school.
- maintain an up-to-date knowledge of safeguarding, specifically all updates relating to offsite activities including residentials
- take account of wider curriculum developments.
- Incorporate national and local strategies in planning for offsite activities.
- contribute positively and effectively to the 'Every Child Matters' agenda.
- Undertake professional development to enhance teaching and pupils learning and apply outcomes and identify impact and share outcomes with colleagues.
- Take responsibility for professional learning, including attendance at subject focused external events and within Cavendish education.

## **Pupils**

Leith Hill School looks after pupils who are of either sex and between the ages of 7-16 years. They will have suffered severe early life trauma which has left them disaffected with education, let down and distrustful of adults.

Their behaviour is typically displayed through anti-social and challenging behaviours, and this may include violence and aggression towards others (including staff). All have suffered some form(s) of abuse – psychological, physical, sexual and neglect. They present with a range of histories and challenging behaviours which may include the following:

- Neglect
- Self harm
- Violence and aggression
- Addictions of any kind
- Enuresis
- Encopresis
- Substance abuse
- Sexually predatory or vulnerable
- Depression
- Absconding
- Criminal activities
- Eating disorders
- Personality disorders
- Special educational or other needs (ADHD, ASD, SLD, MLD, EBD)
- They may be diagnosed with psychiatric or psychological disorders.

The above is not an exhaustive list but provides a realistic idea of the kind of pupils that we work with.

## **Working Conditions**

### **Physical Demands**

- The role of Teacher is physically demanding, and it may be required to intervene physically with our pupils using Team Teach trained techniques when de-escalation strategies have failed.

### **Environmental**

Risk assessments in respect of individuals, and general health and safety must be read, understood, completed and signed as per NFS Policy and Procedures.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The Teacher will be expected to comply with any reasonable request from the Head Teacher or other members of SLT to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Head Teacher, the Head of Education and the Teacher.

This Job description is not intended to be an exhaustive list of all duties and responsibilities and is subject to change in accordance with the needs of the school.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	Qualified teacher status Subject Specific Degree
<b>Experience</b>	Minimum of 4 years teaching experience. Involvement in school self-evaluation and development planning around subject area
<b>Skills and knowledge</b>	Data analysis skills, and the ability to use data to set targets and identify weaknesses Understanding of high-quality teaching, and the ability to model this for others and support others to improve Understanding of school finances and financial management Effective communication and interpersonal skills Ability to communicate a vision and inspire others Ability to build effective working relationships An understanding of the processes involved in EHCP documentation
<b>Personal qualities</b>	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Ability to work under pressure and prioritise effectively Commitment to always maintaining confidentiality Commitment to safeguarding and equality