

Applicant Information

For

Special Educational Needs Teacher

**Job Description**

**Post:** Specialist Teacher

**Part Time:** 0.6; Approximately 3 days a week (term time only) plus inset days
**Salary:** The school operates its own generous pay structure.

**Desirable experience:**

* Specialist training in working with pupils with dyslexia, dyspraxia, speech and language difficulties with OCR Level 5 or above.
* Qualified teacher status
* Working in schools teaching pupils with specific learning difficulties
* An understanding and experience in dealing with children on the autistic spectrum
* An understanding of teaching children with attention disorders
* Implementing specialist programmes of intervention from Occupational Therapists, speech and Language Therapists
* Setting and reviewing targets and progress
* The ability to use assessment material
* Communicating both in writing and verbally to parents/guardians, teaching staff and children
* The ability to use ICT to support learning in the classroom

**Desirable qualities:**

* A good sense of humour
* Self-motivated
* Empathy
* Intuitive
* Hard-working
* Good communication skills (including being a good listener)
* Consistent
* Professional
* Creative and imaginative
* Flexible
* Attention to detail

**Job Responsibilities:**

**The main role** would involve supporting and teaching boys from across the school year groups from EYFS2 to Year 8 who have specific learning difficulties.

1. **This would entail:**
* Teaching boys in one to one or group settings
* Planning lessons and preparing resources according to the needs of the boys
* Reviewing targets from IEPs and behaviour plans
* Working closely with the class teacher to create teaching resources
* Differentiating tasks to enable the pupil to access to the curriculum
* Promoting and teaching metacognition, independence and organisational skills
* Supporting development of social communication and interaction
* Teaching and promoting self-help strategies to use at home and in the classroom
* Writing reports and emails to a high standard
* Recording and monitoring of progress and achievements
1. **Other job duties would include:**
* Helping to implement specialist intervention programmes
* In collaboration with staff and specialists, implementing occupational therapy programmes and speech and language programmes if necessary
* Being the key point of contact for parents, regular communication, attending parent’s evenings, IEP review meetings and others as appropriate.
* Liaising regularly with class teacher, SENDCO, Head of Department and parents
* Attend whole school INSET days

The role will also include a broader awareness:

1. **Develop an understanding of the needs and targets of the supported students by:**
* Being aware of relevant records in school
* Having a pivotal role in implementation, reviewing and rewriting Individual Education Plans and targets, encouraging and rewarding achievement
* Monitoring progress and concerns, reporting as and when appropriate
* Linking planning, marking and assessment data together with the ideas from staff and boys to create a cycle of ongoing learning and reflection
1. **Foster a supportive relationship with the students concerned by:**
* Being a good listener and knowing the appropriate way to dealing with issues of a confidential nature
* Continually fostering and building a positive relationships
* Praising and rewarding efforts and following up on unacceptable behaviour, consistently implementing the school behaviour policy
1. **Assist in the personal development of all boys by:**
* Encouraging positive attitudes and perseverance
* Promoting positive self-esteem
* Treating all boys with courtesy and respect
* Helping develop good relationships with staff and peers
* Helping with pastoral issues that may arise, in line with school policy
* Taking part in whole school events when appropriate
1. **To undertake any further duties reasonably requested by the Headmaster.**

**Person Specification**

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|  | ESSENTIAL | DESIRABLE |
| EDUCATION/QUALIFICATIONS | * To be educated to degree standard
* To have QTS
* OCR Level 5 or 7 or PG Cert SpLD
 | * Qualifications to teach dyslexia/specific learning difficulties
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| EXPERIENCE | * Experience of working with children who have the following needs:
* Dyslexia
* Dyspraxia
* Speech and language needs
* ASD
* ADD/ADHD
* To be able to follow guidelines set by external agencies
* To be able to plan for a multisensory programme to suit the individual needs of the learner
* Ability to teach English to KS3
* Ability to use ICT to support learning in the classroom
* Ability to use assessment material
* Communicating both in writing and verbally to parents/guardians, teaching staff and children
 | * Experience of Boys’ Education
* Common entrance Exam experience for 11+ and 13+ syllabus
* Experience of working with children of relevant age
* Experience of teaching learners with speech and language needs
* Experience of dealing with social and emotional groups such as ELSA
* Experience of working through study skills to support individual learners’ needs
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| SKILLS & ABILITIES | * To actively support the religious life and ethos of the school
* To demonstrate good classroom/behavioural management techniques
* To be able to use and interpret assessments for SEN learners
* To be a team member
* To be an excellent communicator, orally and in writing, with students, parents and other staff
* To be creative
* Good time management skills
* To be discreet and adhere to confidentiality
* To have excellent interpersonal skills
* To be able to use Microsoft Office
* To be willing to attend courses and conferences
* To be an outstanding teacher
 | * Be able to use ICT to support learning
* Knowledge of assessment resources such as WRAT4, Vernon, WIAT II
* Knowledge on dyscalculia
* Ability to use DILP/DALP
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| PERSONAL QUALITIES | * To have a sense of humour
* To be insightful
* To be self-motivated
* To be committed
* To demonstrate patience and tact
* To be confident
* To be flexible, resilient and well-organised
* Enthusiasm and willingness to undertake training in relevant areas
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| KNOWLEDGE/UNDERSTANDING | * A clear understanding of special educational needs
* Current knowledge and practice concerning dyslexia, dyspraxia and co-occurring needs
* An understanding of learning styles and how to support
 | * Awareness of current legislation relating to Special Educational needs in the UK
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All of the above descriptions will be assessed through close scrutiny of each applicant’s Application Form, observation of lesson, individual references and throughout the interview process.