

SEND Primary Phase Teacher (5-13). Job Description 2018-19.

The Springfields Academy builds safe independent lives for autistic young people through support, understanding and enablement from the ages of 5-19. Special educational needs and disability (SEND) teachers are required to join specifically for pupils aged 5 - 13. The role of our SEND teachers is critical to the Academy's future. Teachers at Springfields require creativity, flexibility and a commitment to meeting the needs of our pupils through innovative provision and pedagogy.

PURPOSE

To consistently teach good/outstanding lessons that engage pupils, meet specificity of need and enable progress, across a broad and balanced curriculum, which will include literacy (English), numeracy (Maths), core and foundation subjects. Additionally, to:

- assess, monitor and record pupil progress;
- build effective working relationships with support staff, other teachers, middle leaders to further the development of Teaching and Learning at the Academy.

Part of the excitement of teaching at the satellite provision is the broad range of individuals that you will care for. Our young people with autism may have sensory needs, speech and language difficulties, or other conditions such as autism, social, emotional and mental health needs. Some of our young people may have a combination of these, and of course, like any school we also have many gifted and talented individuals. A key aspect of working at Springfields is taking the time to get to know pupils and their individual needs, and given their complexity, being able to create a safe, stimulating and supportive learning environment is crucial.

REQUIREMENTS AND RESPONSIBILITIES:

- To support the Academy ethos, playing a full part in the life of the Academy, and to be a positive role model at all times.
- To respond to SEND and autism initiatives relating to Teaching and Learning as directed.
- To acknowledge existing networks for teaching, liaising with other staff at Springfields and when/if required staff at other Academies and schools in Wiltshire, to build outstanding provision.
- To set high standards, professionally and personally, and set a good example at all times.
- To be responsible, alongside other staff, for maintaining good order throughout the Academy.
- To follow the principles of the Springfields Way, especially in terms of communicating with pupils and thereby positively contribute to the ethos of the Academy.
- To follow policy.
- To ensure that high standards of provision are consistently maintained.
- To accurately record attendance.
- To log all aspects of behaviour and report these as required.
- To be responsible for any specialist equipment commensurate with the specific teaching area.
- To communicate effectively with parents/ families regarding both celebration and concern.
- To carry out extra-curricular duties that are reasonable and practicable.
- To read, respond to and update, all individual risk assessments specific to the pupils directly in your care.
- To read and respond to any changes to any safeguarding policy that may be communicated to you.
- To be responsible for the general health and safety aspects of your specific working area.

LEADERSHIP

- To work with TLR holders, specifically Primary Phase Cohort Leaders to ensure that content is relevant and engaging to pupil need.
- To accord to the Academy's assessment tracking system, carefully monitoring to ensure good/outstanding rates of pupil progress, and tackling underperformance through intervention related to pedagogy and/or content.
- To work with the Academy's SENCO regarding vulnerable pupils' provision and progress, initiating intervention to support progress as necessary.
- To demonstrate good practice in terms of planning (long term/medium term/short term),
- To be a pro-active member of the teaching team, participating in and guiding professional dialogue and discussion.
- To be alert to the potential for any improvement, expansion and innovation within the Academy's provision.

TEACHING TEAM RESPONSIBILITIES

- Attend Teachers' meetings.
- To demonstrate effective collaboration and information sharing as a member of the Teaching Team and promote collaboration and positive relationships for learning within the Academy.
- Ensure that any decisions made at Leadership level are enacted.
- Disseminate relevant information to colleagues whenever appropriate.

AN EFFECTIVE MEMBER OF STAFF THROUGHOUT THE ACADEMY

- To contribute effectively to the development of a positive ethos in which all children have access to a broad, balanced and engaging curriculum which contributes to pupils' academic, emotional, social, physical and mental development whilst preparing pupils for the opportunities, responsibilities and experience of adult life.
- To support the building of provision for creativity, enquiry and problem solving in the curriculum that consistently engages our pupils.
- To respect all other staff in the Academy and acknowledge the importance of their roles to our overall effectiveness.
- To report relevant information to governors' Committee.

OTHER

- To contribute to creating a positive and inclusive learning climate where collaborative learning is encouraged.

Typical work activities

The work of a SEN teacher is stimulating, challenging and varied and may involve:

- teaching individuals or small groups of pupils within, or outside the class;
- preparing lessons and resources with an appropriate level of challenging;
- marking and assessing work in line with the academy policy;
- developing and adapting conventional teaching methods to meet the individual needs of pupils;
- collaborating with other colleagues to define appropriate activities for pupils in relation to the curriculum;
- liaising with other professionals, such as social workers, speech and language therapists, and educational psychologists;
- working closely with families;
- organising learning outside the classroom activities such as community visits, school outings or sporting events;
- Updating and maintaining records of pupils' progress;
- attending statutory annual reviews or other related meetings, such as Looked After Child (LAC) reviews, regarding students with a SEN, which may involve reviewing Education, Health and Care (EHC) plans.

What we can offer you:

- The opportunity to make a difference to the lives of vulnerable young people with autism.

- The chance to deliver an engaging and creative autism friendly curriculum that builds on life skills and develops independence.
- A close-knit team of professionals who work in a supportive and inspirational environment.
- An outstanding learning community that engages pupils and develops positive attitudes to learning.
- The opportunity to be involved in wider-school life through trips, clubs, collapsed timetable days, Duke of Edinburgh etc.
- On-going, specialist professional development.
- A comprehensive CPD package with opportunities for individual development and development of knowledge linked to good autism practice
- A commitment to 'Healthy Working Lives' through the Croner Employee Assistance programme
- A work laptop

What we are looking for:

- A positive 'can-do' attitude
- A passion for, and understanding of, autism
- Resilience
- A creative and flexible approach to teaching that builds success through challenge, personalisation and innovation
- The confidence and skills to build positive relationships that help to break down barriers, build self-esteem.
- A commitment to enabling all our pupils to overcome their challenges and achieve their potential both socially and academically.

To apply please visit www.reachsouth.org/applications

Person Specification. SEN Teacher

	Essential	Desirable
Qualifications		
Qualified Teacher status	x	
Additional qualifications or awards e.g. OLEVI Outstanding Teacher Programme		X
Specialist qualifications related to SEN		x
Knowledge and Experience		
Experience of subject leadership and management		x
Experience of success in ensuring pupil engagement and progress	x	
Experience of success for pupils in FS/KS1 or KS2	x	
Recent experience of teaching pupils with SEND, within FS/KS1 or KS2 including planning and assessment	x	
Track record of making interventions that have had a positive impact on pupil progress.	x	
Secure understanding of how to assess pupils against National Curriculum and Early Learning Goals	x	
Excellent classroom practitioner	x	
Familiarity with using data to track/assess pupil progress	x	
Safeguarding		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	x	
Eligibility to work in the UK	x	
Recent safeguarding training		x
Personal Qualities		
Ability to engage with, motivate and adapt for students who find learning a challenge	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, other teachers, inspection teams, Local authority officers, health professionals.	x	
A flexible, innovative and consistently positive attitude	x	
Excellent communicator, both orally and written	x	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	x	