

Job Description

Job Title	Special Educational Needs and Disabilities Teacher
School	John Keble Church of England School
Grade	Inner-London Teacher Pay Scale plus SEN Allowance
Hours	The role is available on a full-time or part-time basis (minimum 0.6 FTE); please indicate your preference on the application form
Reports to	The Headteacher, members of the senior leadership team (SLT) and the Governing Body
Staffing Responsibility	The postholder may be responsible for the deployment and supervision of the work of Teaching Assistants relevant to their responsibilities
Restricted	No

1. Main Purpose and Accountabilities:

(Summary of the overall purpose of the job)

- 1.1 To work in liaison and close partnership with:
 - Other members of the school staff
 - Colleagues working for the Local Authority, the London Diocesan Board for Schools and multiple advisory services
 - Parents, carers, governors and the local community
- 1.2 To work within the framework of:
 - The most recent School Teachers' Pay and Conditions Document and Teachers' Standards
 - School policies and guidelines on the curriculum, assessment and school organisation,
 - DfE policies
 - The SEND Code of Practice and subsequent publications
- 1.3 Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- 1.4 Be responsible and accountable for achieving the highest possible standards in work and conduct
- 1.5 Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 1.6 Take responsibility for promoting and safeguarding the welfare of children and young people within the school

2. Teaching

- 2.1 Deliver the curriculum as relevant to the age, SEND needs and ability, group/subject/s that you teach
- 2.2 Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- 2.3 Be accountable for the attainment, progress and outcomes of pupils you teach
- 2.4 Be aware of pupils' capabilities, their prior knowledge, and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils with additional needs learn
- 2.5 Have a clear understanding of the needs of all pupils (including those with special educational needs, gifted and talented, EAL, disabilities), and be able to use and evaluate distinctive teaching approaches to engage and support them to ensure that every pupil receives a highly personalised education
- 2.6 Plan, prepare and deliver effective lessons that are well sequenced, well differentiated and meet the needs of pupils with a wide range of SEND, including those with complex needs
- 2.7 Diligently ensure that pupils who are considered to be 'most vulnerable' are supported to make progress in line with their peers
- 2.8 Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- 2.9 When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 2.10 Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- 2.11 Make accurate and productive use of a variety of assessment to secure pupils' progress
- 2.12 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- 2.13 Use relevant data to monitor progress, set targets, and plan subsequent lessons
- 2.14 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- 2.15 Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

3. Wellbeing, Behaviour and Safety

- 3.1 Promote the general progress and wellbeing of individual pupils; this may include supporting self-help and intimate care needs
- 3.2 Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 3.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- 3.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 3.5 Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 3.6 Have high expectations of behaviour, promoting self control and independence of all learners
- 3.7 Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- 3.8 Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

4. Team working and collaboration

- 4.1 Maintain close, positive and professional communication with parents and carers using the school's established systems
- 4.2 Proactively communicate and collaborate with external persons or bodies (specialist teachers, therapists, social workers, health representatives, psychologists, Local Authority representatives etc.)
- 4.3 Participate in any relevant meetings/professional development opportunities at the school which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies
- 4.4 Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 4.5 Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- 4.6 Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- 4.7 Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

- 4.8 Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

5. Fulfil wider professional responsibilities

- 5.1 Work collaboratively with others to develop effective professional relationships
- 5.2 Deploy and manage support staff effectively as appropriate
- 5.3 Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- 5.4 Communicate and co-operate with relevant external bodies
- 5.5 Make a positive contribution to the wider life and ethos of the school

6. Administration

- 6.1 Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- 6.2 Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

7. Professional development

- 7.1 Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary, responding to advice and feedback from colleagues
- 7.2 Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- 7.3 Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

8. Other

- 8.1 To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- 8.2 Perform any reasonable duties as requested by the Headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.