

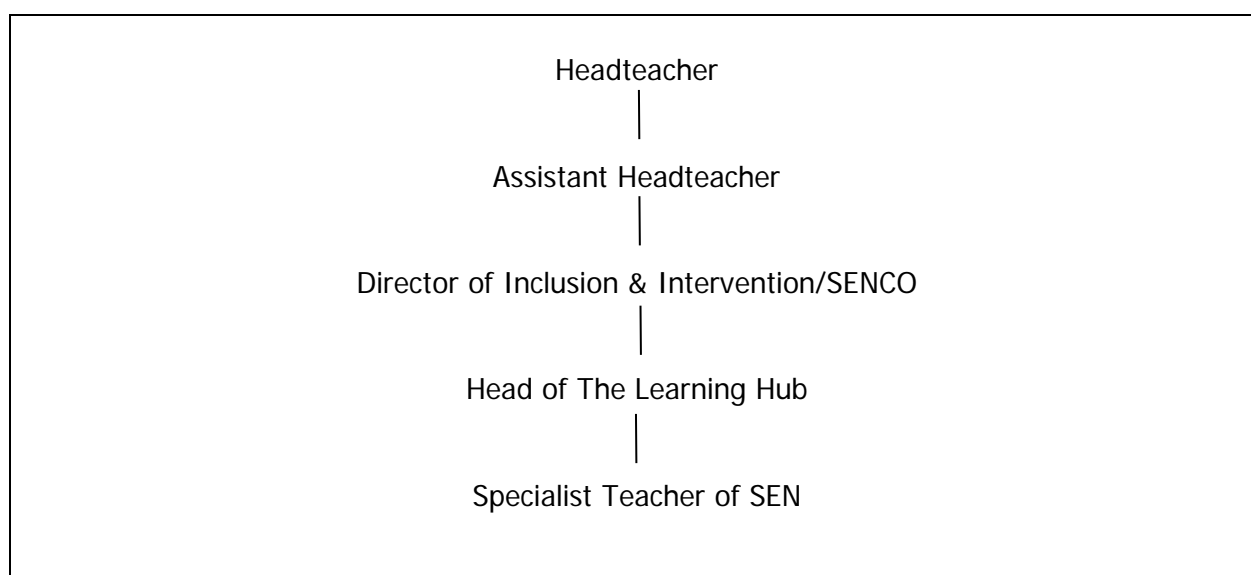
ROLE PROFILE



Section A

Department	Support Studies
Role title	Specialist Teacher for Students with Special Educational Needs (Permanent role)
Role purpose	<ul style="list-style-type: none">• To teach appropriately challenging, well-organised lessons and sequences of lessons individually tailored to the needs of students with SEN• To plan for progression• To make effective use of an appropriate range of assessment, monitoring and recoding strategies in accordance with school and department policies• To evaluate the impact of teaching on the progress of learners• To establish a purposeful and safe learning environment conducive to learning• To work collaboratively with both department and cross curricular teams in order to develop and share effective practice
Reporting to	SENCO
Working time	100% FTE
Salary/Grade	Teachers Main Pay Scale or equivalent
Disclosure level	Enhanced

Section B – Organisation





Section C – Role Requirements

The following is an outline of the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements
Teaching and learning	<ul style="list-style-type: none"> • Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for students with special educational needs to achieve their potential • Plan for progression, designing effective learning sequences including the Individual Education Plans within lessons and across series of lessons, demonstrating secure knowledge of this specialist area • Plan homework or other out-of-class work to sustain learners' progress and consolidate their learning • Teach lessons and sequences of lessons to students with a range of Special Educational needs: <ol style="list-style-type: none"> a) use a range of specialist teaching strategies and resources, taking practical account of diversity and promoting equality and inclusion b) introduce new ideas and concepts clearly, providing ample opportunities for consolidation c) build on prior knowledge, develop concepts and processes, through appropriate scaffolding to enable learners to apply new knowledge, understanding and skill d) adapt language, materials and lesson planning to suit individual learners e) enable students to meet learning objectives including those outlined in IEPs f) ensure the transference of acquired skills into classroom practice • Evaluate the impact of teaching on the progress of the learner/s, and modify planning where necessary • Establish a purposeful and safe environment conducive to learning and identify opportunities, in partnership with parents/carers, for students to become resilient independent learners • Establish a clear framework for discipline to manage learners' behaviour constructively and promote their self-control and independence
Assessment and monitoring	<ul style="list-style-type: none"> • Have experience of norm reference standardised tests and diagnostic interpretation of results • Understand statistical information to evaluate the effectiveness of teaching, monitor learners' progress and to raise levels of

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	<p>attainment</p> <ul style="list-style-type: none"> • Make effective use of a range of assessment, monitoring and recording strategies • Assess the students individual learning needs in order to set appropriately challenging learning objectives • Provide timely, accurate and constructive feedback on learners' attainment/ progress and strategies for development • Write Individual Education Plans (IEP's) based on diagnostic testing, reviewing and amending these termly • Liaise with subject based teachers to offer information and guidance about students learning needs – with some time spent working alongside teachers in classroom • Promote on-going dialogue with parents/carers in support the child's learning and developing independence • Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs
Subject and curriculum	<ul style="list-style-type: none"> • Have a secure knowledge and understanding of this specialist area and related pedagogy to enable effective teaching across Year 7 to Year 11 • Know and understand the relevant statutory and non-statutory requirements for students with SEN, including SEN code of practice and equality legislation
Literacy, numeracy and ICT	<ul style="list-style-type: none"> • Be proficient in numeracy, literacy and information and communications technology (ICT)
Student safety and well-being	<ul style="list-style-type: none"> • Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people • Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
Corporate and statutory initiatives equalities/H&S	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace • Maintain confidentiality