

Outstanding Early Years Inclusion Specialist Teacher Job Description

Department: SEN & Inclusion, Education

Direct Reporting Line: SENCO/ Head of Inclusion/ Head of Early Years/ Principal

Safeguarding Statement

Taaleem is committed to safeguarding and promoting the welfare of children. At Taaleem, we hold ourselves to a high standard of effective practices in relation to child protection and we are committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Successful applicants will be subject to various background checks including, receipt of high-quality references, proof of relevant qualifications, identification and police checks, including overseas checks.

Job Purpose:

The Taaleem teacher embodies, radiates and transmits the unique Taaleem ethos of excellence, innovation, creativity and compassion. Through inspirational teaching, with a deep understanding of students' individual learning needs, the Taaleem teacher strives to ensure that our distinctive curriculum programmes lay firm foundations for academic and professional success, personal and spiritual fulfilment and a love of lifelong learning in each and every one of our students. Taaleem Teachers inspire young minds.

Key Relationships (Internal and External):

Principal, Senior Leadership Team, Department Heads, Curriculum Coordinators, Teachers and Learning Assistants

Key Accountabilities:

- To inspire, nurture and empower teachers to support student progress and wellbeing.
- To develop impactful policies and practices, ensuring all resources are efficiently and effectively used to achieve the school's aims and objectives.
- To evaluate the standard of curriculum adaptation using monitoring and data and use this to raise standards in the pursuit of excellence.
- To support well-being amongst the whole school community (students, parents, staff) through a range of monitoring and support processes.
- To support the continuation of a rigorous admissions process to ensure the needs of all children can be met.
- To take an active role in supporting purposeful transitional activities for students with SEND into and out of the Foundation Stage.
- To induct, support and develop ILSAs, monitoring their effectiveness in meeting the needs of the children they support.
- To carry out appropriate observations and assessments, refer to specialists where formal identification is required.
- To lead IEP meetings for supported students.
- To support the accurate preparation of the SEF and the effective implementation of the School Development Plan.
- To meet the priorities in the SDP and to take responsibility for appropriately delegated aspects of it.

Taaleem Professional Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents and other stakeholders in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes with/for pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and pupil's intellectual curiosity
- Set homework when appropriate and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond positively to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider community and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents and other stakeholders with regard to pupils' achievements and well-being

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory/regulatory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental values and culture of the UAE, ensuring that due diligence and respect

is given to the associated precedence of the country

- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have proper and professional regard and adhere to school policies with regard to dress code, footwear, make up and jewelry
- Teachers must have an understanding of, and always act within, the policies set out by Taaleem which set out their professional duties and responsibilities

Person Specification:

Education: A high-quality degree relevant to Inclusion

Experience: At least three years teaching experience in an EYFS setting

Competencies:

- Additional training or experience of work with students with special needs and disabilities
- Confident to write and lead on IEPs and targets
- A track record demonstrating high levels of skill and ability in applying inclusive approaches within your own teaching practice
- An ability to confidently serve as a role model, coach and professional mentor for classroom teachers with respect to inclusion.
- Experience of implementing interventions and accelerating achievement.
- A commitment to the wellbeing of all students within their care
- A willingness to make a broader contribution to school life
- The ability to adapt quickly to a fast-paced international, multicultural, and demanding environment

Acceptance and Approvals

Confirmed by Employee:

Signed:

Date:

Reviewed by Line Manager:

Signed:

Date: