

Job Title:	Special Educational Needs Teacher (Behaviour)		
Department:	Education Department	Section:	Infant Junior School & Camp Education
Reports to:	Principal of Primary		
Grade:	Falkland Islands Government Grade C	Job Code:	
Overall Purpose of the Role:			
To support and teach primary aged pupils at the Stanley Infant / Junior School and Camp Education who may have specific learning difficulties, social, emotional and behavioural difficulties and / or a range of special educational needs, including neurodivergent students. To plan, teach, review and assess a personalised, relevant curriculum including bespoke interventions to support emotional well-being and regulation, alongside numeracy and literacy to pupils. This will be working 1:1 or in small groups or supporting staff to enable pupils to access learning in mainstream classrooms.			
Job Facts & Figures:			
The Infant Junior School and Camp Education (IJS&CE) is a 3-11 year school with approximately 320 students on roll. Teaching and learning at the school follows the Early Years Foundation Stage framework and National Curriculum for England, enhanced by local content. Children take standard assessment tasks at the end of Key Stage 2. The school includes small rural schools and a 'travelling teacher' service. IJS&CE is the only primary school in the Falkland Islands and has a critical role in securing outcomes for all primary aged students.			
Main Accountabilities:			
• To carry out the professional duties of a teacher as detailed in the Teachers' Standards in order to maintain high professional standards. • To implement agreed school policies and work to the school aims as outlined in the School Improvement Plan. • Maintain a positive, challenging and effective learning environment. • To teach children who have specific learning and behavioural differences within the primary setting. • To support and advise other staff in planning appropriate work for pupils with specific learning difficulties within mainstream classes; implementing to best effect the approaches detailed in their Learning Support Plans • To support the SENCo to manage the effective deployment of learning support staff and to develop appropriate approaches to specific learning difficulties within mainstream classes. • To contribute to the teaching of the personal and social development of the children. • Participate in staff meetings, consultation and open evenings and other school-based activities which may take place outside of the teaching day and participate in and/or contribute to extra-curricular activities. • To carry out all other reasonable duties assigned by the Principal / Executive Headteacher.			
Professional Development			
• Develop and manage a curriculum area and contribute any relevant INSET. • A commitment to own and others' CPD and willingness to share good practice.			
Teaching and Curriculum			
• Ensure the best possible progress and academic outcomes for pupils through planning and delivering engaging and differentiated lessons to a high standard on a daily basis. • Contribute to the development of a broad and balanced curriculum. • Effectively manage the classroom and pupil behaviour in order to facilitate learning for all • Have an in-depth knowledge of the National Curriculum for England or the Early Years Foundation Stage curriculum (or both) • Identify additional needs and appropriate intervention to support academic and emotional well-being progress			

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Main Accountabilities (<i>continued</i>):	
Monitoring and Assessment ● Monitor, assess and record children's attainment within agreed timescales, analyse assessment data to provide effective developmental feedback, inform future teaching and set targets for further development to raise pupil standards, both academic and related to emotional well-being. ● Provide regular reports to parents and SLT about progress made and next steps ● Provide all documentation in a timely manner. ● Adhere to school's policy and expectations for the marking, assessment and feedback of children's work. ● Set challenging targets based on prior attainment and evaluate outcomes. Inclusion ● Demonstrate a commitment to inclusion. ● To liaise with the SENCo & other relevant professionals in order to develop appropriate approaches to SEND within mainstream and specialist classrooms Relationships ● To interact on a professional level with colleagues, establishing and maintaining productive relationships with them in order to promote mutual understanding in respect of the needs of the Primary sector. ● To maintain strong relationships with parents, and other stakeholders. This includes following school policies on reporting to parents on development, progress and attainment of their children. ● To build and maintain strong cross-school relationships with secondary colleagues to further develop learning opportunities for pupils in both schools. ● To coach, mentor and effectively manage and deploy support staff to maximise their impact on pupil outcomes. Pastoral ● To be responsible for the associated pastoral and academic care and administrative duties in respect of the children in the assigned groups or classes as well as the general responsibilities in the school as agreed by the Principal. ● Safeguard pupil health and well-being both when they are on the school premises and when they are engaged in school activities off site, including strict adherence to policies and procedures for outdoor and adventurous activities. ● To contribute to the life of the wider whole school, i.e. organising and running extracurricular activities or clubs. ● To know and follow safeguarding procedures. <i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i>	
Criminal Record Checks: (This post is regarded as a sensitive post)	
The Falkland Islands Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment practices, and all applicants will be required to undergo pre-employment screening. Posts are subject to satisfactory checks and references. All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s). Please see the enclosed Frequently Asked Questions (FAQ) sheet. Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers. Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.	

Person Specification:	Special Educational Needs Teacher (Behaviour)		
Criteria	Essential	Desirable	Assessment Method
Education and Training:			
To be a graduate primary teacher with Qualified Teacher Status (recognisable in UK) who has completed the ECT induction	✓		A
Evidence of recent & relevant CPD/INSET in the teaching of children with specific learning difficulties and SEMH needs	✓		A
Knowledge of safeguarding and child protection	✓		A/I
Higher degree		✓	A
Awareness of current UK educational trends and innovations		✓	A/I
Hold current Safeguarding / Child Protection certification		✓	A
Hold current swimming teacher qualification or willingness to attend qualification course		✓	A/I
Current First Aid qualification		✓	A
Clean driving licence & ability to drive minibus licence		✓	A
Knowledge, Skills and Experience:			
At least three years recent experience teaching children with a variety of SENDs / behavioural barriers to learning, preferably in UK, with a breadth of curriculum experience	✓		A/I/R
Proven ability to teach children with a variety of SENDs / behavioural barriers to learning, including those who are below age related expectations, through a personalised curriculum	✓		A/I/R
A strong understanding and knowledge of barriers to learning, for example trauma and attachment	✓		A/I/R
Five years relevant teaching experience		✓	A
Able & willing to teach mixed ability classes	✓		A/I/R
Able to describe and implement successful strategies for working with pupils who exhibit challenging behaviour	✓		A/I
Able to effectively manage children's behaviour in order to facilitate learning for all	✓		A/I
Experience of monitoring, assessing, recording and reporting of pupils' progress	✓		A/I
Able to describe examples from experience of effective teaching and learning	✓		I
Able to create a positive, challenging and effective learning environment	✓		I/R
Able to work within and contribute to a coaching and mentoring environment and demonstrate the value in shared practice	✓		A/I/R
Excellent analytical and communication skills	✓		A/I
ICT literate & able to use an interactive whiteboard effectively	✓		A/I

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Knowledge, Skills and Experience (<i>continued</i>):			
Experience of effective management of support staff	✓		A/I
A willingness to deal with personal care, if required	✓		
Proven ability to teach at more than one primary key stage		✓	A/I/R
Able to manage a subject area required by IJS/Camp Ed evidence of successfully driving curriculum development		✓	A/I/R
Experience of preparing and administering statutory National Curriculum tests		✓	A
Knowledge & ability to support computing across the curriculum		✓	A/I
Experience and willingness to deliver extra-curricular activities.		✓	A/I
Experience of teaching pupils for whom English is an additional language		✓	A/I
Personal Attributes:			
Demonstrates alignment with FIG's core values Diverse, Professional, Resilient & Resourceful	✓		A/I/R
Demonstrates alignment with school values Respect, Resilience and Curiosity	✓		A/I/R
Demonstrates a genuine interest and passion for the education of young people	✓		I
Clear, confident and articulate	✓		I
Positive, approachable, committed and enthusiastic	✓		I
Caring and understanding	✓		I
Organised, independent and resilient	✓		I
Professional who inspires trust and confidence	✓		I
Demonstrates ability to establish and develop close relationships with parents and the community	✓		I/R
Able to demonstrate good interpersonal skills and the value in teamwork	✓		I/R
Ability to motivate self and others	✓		I/R
Takes responsibility and is proactive in terms of own CPD	✓		A/I/R
Willingness to be involved in cross-phase development	✓		I
Ability to contribute to community life		✓	I

Method of assessment: A - Application Form

I - Selection Interview

R – Reference