



# APPLICATION PACK

**ROLE:** Teacher of SEND

**START DATE:** April 2021 (or sooner depending on availability)

**SALARY:** MPS/ UPS + SEN 1 (£2324.00)

**HOURS:** F/T

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

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Principal: Mr Kash Rafiq

# CONTENTS

Page	Item
3	A word from the Principal
4	Moor End Academy
5	SPA and Dryclough Campus
6	Joining Moor End Academy
7	Local Information
8	Why Join the SEND Team
9	The Selection process
10-16	Job Description
17 - 18	Person Specification

***'A word from the Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you are impressed by our work, understand our vision and want to be a part of our journey to world class, then we are keen to hear from you.

Moor End are partners in the highly regarded South Pennine Academies family, and we firmly believe in educating young people to be successful through strong leadership, high performing staff and through engaging communities. Our vision is to become a world class centre of educational excellence; a school that provides the very best learning experiences as well as fostering a culture of aspiration, so that every student makes good progress and reaches their full potential regardless of their starting points. We passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and become the leaders of tomorrow.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents-are excited to be here! This attitude enables us to meet our goal of becoming a world class center of educational excellence in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will directly benefit the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [jharrison@edu.moorend.org](mailto:jharrison@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq  
**Principal**



Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with vision impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to Academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled Teachers, Technicians and Educational Teaching Assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including, amongst others, mobility, braille and touch-typing.

We have a number of experienced and skilled Educational Teaching Assistants who support students and classes that require additional adult support to access the curriculum. English and Maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "we gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave they, over two thirds make better than national average progress. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

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## Dryclough Campus

Campus development at our Dryclough site continues to be an exciting development, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building will open its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>



## JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses School Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!



## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breathtaking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pyrmont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College

Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town.



# JOINING MOOR END ACADEMY SEND TEAM

## **Becoming an SEND Teacher at Moor End Academy**

At Moor End Academy we passionately believe that, as educators, we have the power and responsibility to inspire our students to be the very best they can be. We are ambitious and have high aspirations for every student. Our Special Educational Needs and Disability (SEND) provision embodies MEA's core values of respect, ambition and responsibility. Every student receives a high quality learning experience, personalised, to ensure they succeed.

Moor End Academy is an inclusive community; the SEND Department is key in ensuring that the curriculum is personalised and accessible. Any barriers are identified and removed ensuring that all students achieve their potential. Moor End follows a graduated approach in order to identify, assess and provide evidence based interventions with clear impact. All staff follow a high quality professional development programme based on current research and practice. Whole staff, departmental and personal development regularly focuses on special educational needs and disability. The curriculum at MEA is carefully designed to provide every student with a broad, balanced, rich and inclusive curriculum experience, where each student is challenged academically and prepared with the knowledge, skills and understanding relevant for adult life and employment.

We employ a team of support staff who work with students both in and out of the classroom. Each year group has a dedicated Educational Teaching Assistant (ETA). They predominantly work with students who have Education Health and Care Plans, supporting their access to the curriculum as part of high quality teaching. Moor End also has a number of specialist Teaching Assistants providing specialist support within their areas of expertise, including; English as an Additional Language (EAL), Maths, Social, Emotional and Mental Health and behaviour modification. Our Senior ETA is responsible for the organisation and daily operations of the Learning Centre, our base for students with SEND. We work closely with the Pastoral and Safeguarding Teams to ensure that student needs are supported holistically and we are all working towards the same outcomes. The SEND Team also has a dedicated Administrator supporting all systems and processes.

The successful candidate will be a key person in supporting the Assistant Principal: Additional Needs & SENCo with the running of the SEND Team, working closely with teachers and leadership to ensure students are able to achieve their potential.

Please ensure that you outline your suitability, SEND expertise and/or areas of interest within special educational needs within your supporting statement.



## THE SELECTION PROCESS

# How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **SEND Teacher** at Moor End Academy, then you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am Friday 15<sup>th</sup> January 2021**. *Late applications will not be considered.*

## Time table for the selection process

- Closing date for applications: **9 am Friday 22nd January 2021**
- References requested: **W/C Monday 22nd January 2021**
- Interview Date: **W/C 25<sup>th</sup> January 2021**

### **Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Moor End Academy**

### **Teacher of Special Educational Needs and Disabilities (SEND)**

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This job description should be read in conjunction with the Class Teachers' Job Description.

#### **Reporting to:**

The Assistant Principal: Additional Needs/ Special Educational Need's Coordinator (SENDCo)

#### **Main purpose of the role:**

The purpose of the role is to further enhance the quality of provision for students with SEND, within the Academy. This will include working closely with the SENCO and Leadership Team. The Special Educational Needs Faculty encompasses the following areas;

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/ or Physical Needs.
- English as an additional language

#### **Key tasks**

- To work closely with teachers, ETAs and the SENDCo to close the attainment gap between individual students, and groups of students, and their peers
- To work alongside the SENDCO to ensure appropriate deployment, management and training of teaching assistants.
- Be responsible for the coordination and provision of interventions for named students or groups of students
- To contribute towards annual reviews and report on the effectiveness of the interventions in place
- Assist in arranging, monitoring and supporting exam access arrangements, as appropriate, where external examinations or tests are administered.
- To liaise with parent/carers and support the families of students who require additional support.
- Assist with assessments, evaluate the impact of the interventions and plan next steps for individuals and groups of students.
- To take part in the recruitment, induction, performance management, training and mentoring of SEND teaching assistants.
- Be responsible for the production and maintenance of provision maps detailing all interventions provided by MEA for named students and groups of students.
- Oversee the production of high quality One Page Profiles, Individual Learning Plans and other appropriate information to support high quality planning and teaching.
- Maintain a thorough working knowledge of Moor End Academy policies and procedures relating to SEND, including the SEND Information Report, and the child protection and inclusion policies.
- Ensure that the SEND register is kept accurate and up-to-date, and ensure that staff are fully up to date regarding student needs.
- Act in the best interest of all students and behave in a professional manner at all times, acting as a positive role model for students and colleagues.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Regularly attend relevant training and development events.
- Be an advocate for equal opportunity and diversity in all aspects of the role.
- Adhere to and promote the Moor End Academy's overall ethos, values and aims.

## **Support for Students**

- Support student's learning as directed by the SENDCo.
- Analyse and interpret relevant national, local and individual student data to assess the attainment gap between students with SEND and their peers, and use this data effectively to identify anyone underachieving to ensure they receive essential support.
- Provide guidance for staff on the choice of appropriate teaching and learning methods to meet the needs of different students.
- Monitor the progress of pupils with SEND and report progress back to the SENDCO.
- Ensure that student's literacy, numeracy and IT skills are developed.
- Assist students, where necessary, with key tasks and feed back to their teacher about progress and any challenges which need addressing.
- Support students by ensuring their safety and access to learning, attend to their needs and implement related personal programmes, including social, health, physical, hygiene, toileting and changing, first aid and welfare matters.
- Establish good relationships with students and build a rapport with them, acting as a positive role model at all times.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities.

## **Supporting the SENDCo**

- Work under the direction of the SENDCO and complete tasks as directed, including preparing for meetings, taking minutes and liaising with outside agencies.
- Support the SENDCO, in collaboration with class teachers, with the implementation of an inclusive curriculum.
- Work with the SENDCO to establish and implement robust interventions and support for students with SEND.
- Set targets for students based on their current attainment and areas of improvement.
- Help the SENDCO work with senior leaders and teachers to ensure the school is striving to reach high quality outcomes for students with SEND.
- Ensure staff supporting students with SEND align their working practices with the school's commitment to high achievement and effective teaching and learning.
- Help monitor the day-to-day implementation of SEND provision within the school and ensure students with SEND feel safe, valued, motivated and supported.
- Work with the SENDCO to manage the budget and resources allocated to students with SEND.
- Understanding of and ability to deliver testing for access arrangements linking to exams.
- Assist the SENDCO with identifying the need for, and organising, training for staff.

## **Support for the School**

- Contribute to the overall work and ethos of the school
- Assist in meetings with all support staff, communicating necessary information and coordinating resulting actions where necessary.
- Assist with the maintenance of accurate and detailed records, including minutes of meetings with parents, staff and external agencies.
- Liaise with relevant outside agencies to ensure that students' needs are effectively met.
- Offer advice to staff on providing suitable support for students with SEND where necessary.
- Where relevant, liaise with examinations officers and ensure all reasonable adjustments are put in place for students with SEND prior to exams.
- Participate in feedback meetings with parents where required.
- Liaise with students' parents and ensure they are aware of the specific provision in place for their child.

## General Duties

- Uphold and promote the values and ethos of the academy.
- Implement and uphold the policies, procedures and codes of practice of the academy maintaining high standards in personal attendance and punctuality.
- Understand and promote the importance of inclusion and equality and diversity for all.
- Proactively manage workload to ensure service standards are met, checking personal accuracy and seeking guidance where necessary from senior colleagues.
- Participate and engage with training and development opportunities, working to continually improve own performance and that of the team / academy.
- Attend and participate in relevant meetings as appropriate.
- Undertake any other additional duties commensurate with the grade of the post.

## MISCELLANEOUS

You will be expected to carry out your duties in line with the Academy's policies, procedures, and any relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development and through Academy communications.

As part of your wider duties and responsibilities you are required to promote and actively support the Academies responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young.

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Signed\_\_\_\_\_ (Post-holder)

Signed\_\_\_\_\_ (Principal/Line Manager)

Date\_\_\_\_\_



## Class Teachers' Job Description

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*The School teachers' pay and condition document and the Teachers' Standards constitute the class teachers job description at Moor End Academy*

**Extracts below are taken from School Teachers' Pay and Conditions Document and the Teachers' Standards is appended.**

*Teachers are required to follow policies and procedures as laid down in the Staff Planner, Staff Handbook and related documents on the VLE.*

### Part 6: Teachers Professional Responsibilities

#### Teachers other than a Headteacher

A teacher (other than a headteacher) may be required to undertake the following duties:

##### Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

##### Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to paragraph 52.10 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

##### Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

##### Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

##### Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

##### Communication

- Communicate with pupils, parents and carers.

## Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

In addition;

- Demonstrate a clear understanding of the form tutor role, and participate fully (if requested / allocated a group) as a tutor, in the related LINKS and assemblies programmes.
- Support the Strategic Direction and Development of the Academy as directed by your line manager and SLT.
- Participate and contribute towards the Faculty achieving plans that support the Academy Strategic Learning and Development Plan.
- Participate fully in all training opportunities offered.

## Accountability

- To the Curriculum Leader / designated line manager, Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above and appended.
- To provide objective information, and support to the Curriculum Leader, SLT and the Governing Body on Subject matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the academy's performance to a range of audiences including the DfE, OFSTED, the local community and others.
- Support the Curriculum Leader / designated line manager in creating and developing an organisation in which staff within the faculty recognise that they are accountable for the success of the academy.
- Assist the Curriculum Leader in ensuring that all parents are well informed about curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

## Footnotes

- The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.*
- This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the academy. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.*

Signed \_\_\_\_\_ (Postholder)

Date \_\_\_\_\_



# Teachers' Standards

## PREAMBLE

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 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 by 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 children's intellectual curiosity
- set homework 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 children, 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 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 life 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 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 provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - 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 an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.





## EMPLOYEE SPECIFICATION

### PERSON SPECIFICATION

Importance (Rank)	How Identified
E – Essential	A - Application
D - Desirable	S – Selection Process

**POST TITLE: Teacher of SEND**

**GRADE: MPS/UPS**

ATTRIBUTES	CRITERIA	HOW IDENTIFIED	Rank
Relevant Experience	Successful teaching or teaching practice experience with experience working with students with SEND in the secondary or primary sectors	Application	E
Education & Training attainments	Qualified teacher status.	Application	E
	Degree or equivalent qualification in a national curriculum subject area.	Application	E
	Evidence of recent in-service training in the specialist subject and other related areas.	Application	E
	Specialist SEND qualification (or willing to train towards) - Cert HE in SEND Or Adv Dip in SEND Or Equivalent - Certificate of Competence in Educational Testing (CCET) or equivalent	Application	D
General & Special Knowledge	Able to demonstrate a thorough knowledge of SEND teaching.	Application/Interview	E
	Able to demonstrate a knowledge of innovative approaches to the teaching of SEND.	Application/Interview	E
Skills & Abilities	Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom.	Application/Interview	E
	Displays commitment to the protection and safeguarding of children and young people	Application/Interview	E
Any additional factors	Ability to teach to GCSE level.	Application/Interview	E
	Must be confident, flexible, enthusiastic, approachable and able to inspire others.	Interview	E
	Willingness to undertake professional development in the specialist subject and other related areas.	Application	E
	Willingness to assist in the development of extra-curricular activities.	Application	E
	Must be able to contribute to the work of departmental teams.	Application	

	Must be determined to raise achievement.	Application	
	Ability to offer another subject would be advantageous.	Application	
Commitment	To the vision and values at Moor End Academy	E	A/S
	Working in a 'can-do' culture with a commitment to a continuous drive for improvement, even when faced with pressure and deadlines	E	A/S
	The happiness, well-being, self-esteem and progress of all at the academy	E	A/S