



Job description

Post: SEND teacher

Purpose:

To train, guide and support class teachers to ensure that they have the knowledge and skills necessary to differentiate their teaching to meet the needs of their SEND cohort.

To identify pupils for interventions and provide appropriate interventions or support others in providing them.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students

To monitor and support the overall progress and development of students as a teacher.

To contribute to raising standards of student attainment across the school.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Reporting to: SENDCo

Responsible for: Supporting and enabling students with SEND to access the curriculum.

Liaising with: Senior Leadership Team, teaching/support staff, external agencies and parents.

Working Time: 08:15 – 16:25 daily (15:30 finish Fridays).

Disclosure Level: Enhanced

MAIN (CORE) DUTIES

Operational / Strategic Planning:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within the SEN department.
- Advising and assisting subject departments in preparation of differentiated schemes of work and resources.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.
- To actively participate in the EHCP identification, assessment and review process.

Curriculum Provision:

- To assist the Head of Department, and relevant Senior Staff, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To be responsible for at least one specialist strand of SEN including ensuring that appropriate resources are available; that staff are appropriately trained; that students needs are being met; that provision is monitored and evaluated; that appropriate reports are made to parents and other bodies.

Curriculum Development:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Staffing

Staff Development:

- To identify training needs and prepare and deliver training to staff to enable them to differentiate their teaching to meet the needs of students with SEND – this will include whole school training, small group training and in-class support for teachers
- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.

Recruitment/Deployment of Staff:

- To engage actively in the Performance Management Review process.
- To advise on and assist with the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance:

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To maintain detailed records on students with EHCP's and provide all the documentation necessary for their annual reviews.
- To assist the SENDCo in preparing, implementing and reviewing individual education plans.

Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist curriculum areas to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

Pastoral System:

- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Management systems so that effective learning can take place.

Teaching:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To establish strong relationships with students which supports them, but at the same time encourages them to become independent learners.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a range of ICT to enable students to access the curriculum.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To be confident in dealing with students who have particular difficulties in managing their behaviour and emotions.
- To mark, grade and give written/oral and diagnostic feedback as required.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in worship.
- To promote actively to school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Child Protection:

To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the school

To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder's role.

To ensure that the postholder's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Person Specification

QUALIFICATIONS

- Qualified Teacher Status
- Degree or equivalent in the relevant subject
- Appropriate and relevant qualifications at Key Stage 4 (Level 2) and 5 (Level 3)
- Recent, relevant in-service training in current educational practice

EXPERIENCE AND KNOWLEDGE

- Successful teaching experience in secondary education, including teaching practice for ECTs
- Continuity of experience where relevant
- Knowledge of the SEND Code of Practice

SKILLS AND ABILITIES

- High level of written and oral communication skills
- Ability to work with pupils experiencing difficulty with literacy/numeracy/social communication impairment
- Evidence of having influenced the quality of teaching and learning in present school (if applicable)
- Ability to plan, monitor, evaluate and review students' progress
- Ability to promote positive behaviour strategies and constructive handling of problems
- An awareness, understanding of and commitment to equal opportunities
- Ability to promote and integrate the effective use of ICT within the school
- Ability to share good practice with other staff

All applicants must hold qualified teacher status. It is important to be sure that full and accurate details of all other qualifications (with their UK equivalence if appropriate) are included on the application form as decisions on long-listing will be influenced by the quality of the applicant's qualifications in relation to the field of applicants.

Applicants should also aim to demonstrate how they meet the skills and abilities criteria as part of their personal statement.