

**Special Educational Needs Outreach Teacher/Tutor**

**Job Description**

Southover Partnership Outreach is a provison that provides support for children with special needs. Teaching takes place during school hours and could take a variety of forms. Children are supported on a two to one basis in the student’s home or other public setting where you will be supported by a Teaching Assistant. The children you work with will have diverse backgrounds, have a variety of special needs, and go though from early years to secondary school age.

Support Strategies will be created collaboratively for the student using their Education, Health and Care Plan (EHCP). Your work will be supported and monitored by the Head of Outreach Services/The Southover Partnership management team.

The responsibilities of an Outreach Teacher/ Tutor are as follows:

* to carry out programmes of work as agreed between yourself and the Outreach Service Management
* to record on a daily basis work undertaken and progress made
* to prepare reports for the Outreach Service and parents on a termly basis
* to attend review meetings for the pupils, usually on a termly basis
* to attend relevant in service training sessions as they are organised by Southover Partnership
* to engage learners by being able to teach outside the regular box , to form positive attachments with students

Support work is demanding and intensive, and tutors/teachers will be expected to have at least 3 years teaching/tutoring experience in either a primary or secondary school setting. Experience of teaching youngsters with special needs is an advantage as is a specialist qualification. (This is not essential as the Partnership is able to offer training.) The Southover Partnership endeavours to provide high quality staff, so teachers/tutors will have to be able to provide excellent references.

An ability to work flexibly and creatively is essential. Teachers will need to be able to work independently as Outreach practitioners are usually based in home environments or other public settings.

The Southover Partnership Outreach team will offer regular support to staff, through visits, review meetings and personal contact over the phone. A growing resource base is available for staff to use for lesson preparation and from which materials may be borrowed. This is overseen by the Lead Practitioner for Teaching and Learning.

*All posts are subject to an enhanced police Disclosure check*



 **Person Specification**

 **Assessment Criteria**

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| --- | --- | --- | --- | --- |
| **Essential (E) or Desirable (D)** | **Requirements**  | **Interview** | **Application Form**  | **Task** |
| **Experience** |
| **E** | **Proven SEN experience**  |  |  |  |
| **D** | **Experience of working on a one to one basis with students with specific needs aiding life skills and independence** |  |  |  |
| **E** | **Experience of delivering teaching programmes to small groups or students** |  |  |  |
| **D** | **Experience of monitoring children’s achievement**  |  |  |  |
| **E** | **Ability to form positive attachments with students using learning strategies to engage** |  |  |  |
| **E** | **Knowledge of issues relating to underachievement of children** |  |  |  |
| **E** | **Knowledge of strategies to support children with complex and special educational needs** |  |  |  |
| **D** | **Knowledge of strategies to support children in acquiring the English Language** |  |  |  |
| **E** | **Ability to use classroom materials and equipment effectively** |  |  |  |
| **E** | **Ability to work as part of a team** |  |  |  |
| **E** | **Excellent communication, planning and organisational skills.** |  |  |  |
| **E** | **Ability to use initiatives under direction of The Southover Partnership outreach management team** |  |  |  |
| **E** | **Ability to be flexible and positive** |  |  |  |
| **E** | **Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour.** |  |  |  |
| **E** | **Play an active role in terms of safeguarding all students and adults.** |  |  |  |
| **D** | **Imaginative approach to children’s wellbeing and mental health, mentoring where needed** |  |  |  |
| **E** | **Ability to be a positive role model**  |  |  |  |
| **D** | **Ability to be creative, incorporating tools of art, drama, music, gardening, cooking and fitness to engage and widen learning** |  |  |  |
| **D** | **Ability to travel across London boroughs** |  |  |  |
| **D** | **Relevant teaching qualifications** |  |  |  |
| **D** | **Qualified Teacher Status (QTS)** |  |  |  |
| **E** | **Ability to take responsibility for differentiating teaching, target setting and report writing** |  |  |  |
| **E** | **Commitment to professional development** |  |  |  |
| **E** | **A passion for making a difference for children with SEN** |  |  |  |
| **E** | **To be able demonstrate good literacy and numeracy** |  |  |  |
| **D** | **Good knowledge of Microsoft (Word, Excel, Outlook, Power Point, TEAMS)** |  |  |  |