

JOB DESCRIPTION



Job Title: SEN Class Teacher

Scale: MPS1 – MPS6 – based on skills and experience

Responsible to: The Headteacher and the Trustees of the Partnership

Core Purpose: To teach children with a range of special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you.

To contribute and participate in the team working ethos of the school and maintain the positive ethos and core values of the school, both inside and outside of the classroom.

Specific Responsibilities:

Planning, Teaching and Class Management (Supported by ELP Lead)

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through scaffolding of tasks.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge for pupils with varying needs.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting clear academic and therapeutic targets, building on prior attainment.
- Making effective use of assessment information on pupils' attainment and progress in planning future lessons.
- Maintaining good order and discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and collaboration.
- Using a variety of teaching pedagogy and approaches to engage all pupils; match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to develop independence, concentration and perseverance.
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use this to personalise teaching for individuals.
- Provide constructive feedback to children (as appropriate) and their parents/carers and set targets for future progress.
- Assess and record pupil progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses in order to recognise the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to the HT and/or parents as required.
- Work with other professionals to develop appropriate targets for pupils' therapeutic and social/emotional development.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of Greenland Community Primary School and SLP.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- 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.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents, governors and specialists from outside agencies.
- Participate in the performance management system for the appraisal of their own performance.
- To set a good example in terms of dress, punctuality and attendance.

Confidentiality

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

Induction

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

Safeguarding:

SLP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Failure to embrace these commitments may lead to formal action being considered.

Equality and diversity:

SLP is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to SLP and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

Variation in the role:

Given the dynamic nature of the role and structure of SLP it must be accepted that as the Partnership's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

*Important: In the first instance, applications are assessed against the following criteria: *overall presentation *use of standard English *grammatical accuracy. Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.*

Application	Essential	Desirable
Completed application form	✓	
Fully supported by two references	✓	
Well-structured supporting letter (no more than 1000 words) indicating values and vision of what you consider to be a quality education.	✓	
Qualifications	Essential	Desirable
Educated to degree level	✓	
Qualified teacher status	✓	
Any further SEND qualifications – SALT, SENSORY, MAKATON, ASC		✓
Experience	Essential	Desirable
Proven ability as an excellent class teacher in KS1 and/or KS2 within last two years	✓	
Experience of supporting SEND children	✓	
High standards of classroom management and practice	✓	
Successful evidence of using assessment to inform planning and measure the progress of pupils against the National Curriculum	✓	
Successful evidence of planning and teaching engaging activities for a range of abilities within all curriculum subjects	✓	
Experience of working directly with pupils with EHCPs or Top Up funding on SEN Support plans, children requiring high levels of adult support and interventions	✓	
Experience of delivering Read Write Inc phonics		✓
A proven record in promoting curriculum development across a key phase or whole school		✓
Professional Knowledge and Understanding	Essential	Desirable
Must have a sound knowledge and understanding of the National Curriculum for all the subjects for both Key Stage 1 and Key Stage 2	✓	
A sound knowledge and understanding of the pedagogical issues relating to learning and teaching	✓	
Familiarity with SEN Code of Practice and the graduated approach	✓	
Understanding of: <ul style="list-style-type: none"> • Promoting positive behaviour • Statutory requirements of legislation regarding Child Protection, Safeguarding & SEND • Safeguarding in a primary school • Health and Safety implementation in the workplace • Implementation of the school Equal Opportunities Policy 	✓ ✓ ✓	✓ ✓
Knowledge of effective strategies to include and meet the needs of all pupils, in particular underachieving groups	✓	
An understanding of SEND assessment tools such as PIVATS		✓
Be able to keep records of pupil progress in line with school policy and use assessments of pupils learning to inform future planning	✓	
Familiarity with writing and delivering effective Support Plans for pupils with SEN	✓	
Professional Skills and Abilities	Essential	Desirable
A teacher with sound IT knowledge and skills relating to the class teaching, able to demonstrate the effective use of IT to enhance the learning and teaching	✓	
Ability to relate well to children and adults		
Be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Ability to create a rich, nurturing and safe learning environment for all pupils	✓	
Ability to plan and work collaboratively with colleagues and other professionals	✓	
Be willing and enjoy engaging parents in order to encourage their close involvement in the education of their child/children	✓	
Able to contribute to whole school and Trust wide development initiatives/school improvement planning	✓	
Communicate effectively (both orally & in writing to a variety of audiences)	✓	
Personal Qualities	Essential	Desirable
A teacher with a flexible, enthusiastic approach to work who enjoys being a good team member	✓	
Must be able to manage own workload effectively and work to their own initiative	✓	
Must be sensitive to the needs of children and their parents/carers	✓	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
To practice equal opportunities in all aspects of the role and around the workplace in line with policy	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	