



Post Title	Mainscale Teacher – SEND Pathways Teacher
Salary Range	M1 – M6 (or Upper Pay Scale) (not suitable for NQT's)
Accountable to	Associate Assistant Head of Academy – (SENDCo)
Leading & Managing Working Time	Full Time
Liaising with	Leadership Team, Subject Leaders, Student Support and Pastoral Teams
Expected Outcomes	<ul style="list-style-type: none"> <li>• To raise standards of emotional, social, and academic development for students with SEND, in particular those who access SEND pathways.</li> <li>• To contribute to the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students who access SEND pathways.</li> <li>• To develop and enhance the learning experiences of pupils with SEND.</li> <li>• To be a role model of professionalism and good practice.</li> <li>• To support the SENDCo in developing the relevant SEND provisions and pathways.</li> <li>• Contribute to the development and implementation of the Inclusion and Access Improvement Plan and be accountable for impact in specific areas.</li> <li>• Promote and support the safeguarding and welfare of children at the academy.</li> <li>• To set appropriate targets within the SEND pathways and to work towards their achievement.</li> <li>• To produce a termly review of students' progress in the SEND pathways, as part of the academy's self-evaluation cycle.</li> <li>• To ensure the maintenance of accurate and up-to-date information concerning the student progress within the curriculum area(s) on the management information system.</li> <li>• To analyse and evaluate performance data provided and take appropriate action in response.</li> </ul>

**Behavioural Responsibilities**

Behavioural Responsibilities	<ul style="list-style-type: none"> <li>• To uphold, exude and extend the core values of the trust:             <ul style="list-style-type: none"> <li>- To promote and maintain high standards and the pursuit of excellence in all aspects of work</li> <li>- To strive for the best for every child</li> <li>- To go 'the extra mile' to ensure quality outcomes</li> <li>- To ensure articulacy in written and verbal communication</li> <li>- To demonstrate and promote resilience in adversity or challenge</li> <li>- To act with warm gravitas and in an open and transparent way to both students and staff</li> </ul> </li> </ul>
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## **Professional attributes:**

### **Relationships with children and young people**

- Have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Build good working relationships with the students in their care both as subject teacher and form tutor.

### **Communicating and working with others**

- Communicate effectively with students, colleagues and other professionals.
- Communicate effectively with parents and carers encourage them to participate in discussions about the progress, development and well-being of their child.
- Recognise the contributions that colleagues, parents and carers can make to the attainment and well-being of their child.

### **Personal professional development**

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified; to act upon advice and feedback and be open to coaching and mentoring.

## **Professional knowledge and understanding:**

### **Teaching and learning**

- Have a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- Have a secure understanding of their curriculum area and related pedagogy including: the contribution that their curriculum area can make to cross-curricular learning; awareness of new developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their curriculum area and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and new technologies to support their teaching and wider professional activities.

### **Assessment and monitoring**

- Know the assessment requirements and arrangements for the subjects they teach and use a range of approaches to assessment
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information to provide students with accurate and constructive feedback on their strengths and areas for development.

### **Achievement and diversity**

- Understand how children and young people develop and how the progress, rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for students with special educational needs, disabilities and other individual learning needs; know when to draw on the expertise of colleagues.

## Professional skills:

### Planning

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain students' progress and to extend and consolidate their learning.

### Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources; build on the prior knowledge and attainment of those they teach; develop concepts and processes which enable students to apply new knowledge, understanding and skills; adapt their language to suit the students they teach; manage the learning of individuals, groups and whole classes effectively to suit the stage of the lesson and the needs of the students.
- Deliver lessons that reflect the mastery approach to teaching and learning.

### Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on students' attainment, progress and areas for development.
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent students.

- Use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan accordingly.

### Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on students' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to students and guide students on how to improve their attainment and refine approaches accordingly

## Personal Development, Behaviour and Welfare Responsibilities

- To be familiar with the School's Child Protection Policy and to report concerns to the Designated Safeguarding Lead (DSL).
- To ensure the behaviour policy and systems are implemented effectively so that effective learning can take place.
- To monitor student attendance together with students' progress and performance, with the Form Tutor, in relation to targets set for each individual ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To contribute to personal development of students through lessons, the role of the tutor and extra-curricular activities
- Make referrals to Pastoral and Learning Support teams on issues affecting learning and progress
- Make contact with parents/carers to discuss student achievement

### Other Specific Responsibilities

- To play a full part in the life of the School community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
- To actively engage in personal professional development.
- To engage actively in the performance review process.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above

This job description lists the major duties and requirements of the job and is not all-inclusive. Under the direction of the Head of Academy, the post holder may be expected to perform duties other than those contained in this document and may be required to have specific job-related knowledge and skills.

I have read and accept this job description:

NAME: \_\_\_\_\_

SIGNED: \_\_\_\_\_

DATED: \_\_\_\_\_



	<b>Essential Criteria: Mainscale Teacher</b>	<b>Application</b>	<b>Selection Process</b>	<b>Reference Prior to Selection day</b>	<b>Post offer check</b>
1.	Graduate (or equivalent).	✓			✓
2.	PGCE or equivalent or expectation of its achievement.	✓			✓
3.	Exemplary attendance.			✓	
4.	Commitment to enhancing the literacy and numeracy skills of all students		✓		
5.	Confident speaker and presenter.		✓		
6.	Attention to detail	✓	✓		
7.	High expectations of students		✓		
8.	Profile of impacting positively on pupils with SEND	✓	✓	✓	
9.	Exemplary professional dress		✓		
10.	Effective classroom management skills.		✓		
11.	Exemplary subject knowledge of SEND including Social, Emotional and Mental Health Needs	✓	✓		
12.	Ability to inspire students		✓		
13.	Excellent organisational skills.	✓	✓		
14.	Understanding and application of assessment for learning.		✓		
15.	Commitment to supporting all to achieve excellent outcomes	✓	✓		
16.	Well-developed verbal and written skills.	✓	✓		
17.	Dedicated to further professional development to enhance practice	✓	✓	✓	
18.	Understanding of the statutory requirements for safeguarding		✓		
19.	Understanding and promotion of fundamental British Values		✓		
20.	Committed to equality, diversity and inclusion	✓	✓		
21.	Commitment to core values	✓	✓	✓	