



The Flagship School

Primary & Secondary Classroom SEN Teacher

Job Description

Job details

Salary: MPS Main scale 1 - 6

Start Date: 1st September 2022

Contract type: Full Time Permanent

Reporting to: The Assistant Principal

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Duties and responsibilities

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Exemplary face-to-face delivery of an enriched therapeutic and academic curriculum ensuring the needs of every learner are met fully and that there is equality of opportunity
- Use valid, reliable and proportionate approaches to assessing pupil knowledge and understanding of the curriculum

- Use of whole school approved evidence-informed approaches to reading and literacy interventions so that all pupils are taught to decode and comprehend across the curriculum
- Support the implementation of a cross curriculum strategy to teaching at KS2 and KS3 in order to engage and best support the learning of our pupils
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Commitment to supporting the delivery of an integrated therapeutic curriculum
- Work with colleagues to take the curriculum development into new areas and improvements as the school cohort changes and increases in number and Key Stages
- Support the delivery of personalised supports as recommended in the pupil's EHCP
- Consistently and continually adjust and accommodate teaching and learning
- Use assistive technology to support pupils if appropriate and liaise with appropriate staff members to ensure all needs are being met in this area
- Be a contributing part of a holistic and Multidisciplinary team approach
- Give feedback at a daily all staff de-brief at the end of each day
- Contribute to the ongoing IEP and individual planning for each pupil in class
- Communicate with parents as agreed in our whole school policies
- Demonstrate commitment to our school vision and ethos in the management of the classroom environment and positive relationship with neurodiverse pupils
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests such as GCSEs
- Demonstrate commitment to using trauma informed teaching practices
- Demonstrate consistent and continual use of whole school approaches to adjustment and accommodations in line with individual pupil IEPs and EHCPs
- Demonstrate ongoing commitment to improving own best practice in explicit teaching to meet the special educational needs of our pupils
- Willingness to learn about and use assistive technology in the classroom to best meet pupil needs and remove barriers to learning

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Attend and contribute to, daily de-brief sessions with all staff, to ensure continual reflection of 'where to next' in teaching and learning for all pupils in achievement, SEMH, life skills and enriched learning
- expected to be present at some duties/ before/after school activities and /or clubs

Health, safety and behaviour

- Promote the health, safety and wellbeing of pupils
- Create a culture where pupils experience a positive and enriching school life
- Build strong relationships for learning with pupils and parents / carers
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Encourage high standards of behaviour from pupils, built on the understanding that all behaviour is communication and that many of our pupils are learning social skills and/or may have speech, communication difficulties
- A commitment to the practice of a trauma informed and neurodiverse aware, evidence-based approach to challenging behaviour summed up by “calm, connect, support”
- Be able to effectively implement strategies to co- regulate and support pupil self-regulation and positive behaviours
- To be part of a culture where collaborative problem solving, team working and commitment to pupils and staff well-being is prioritised
- To keep safeguarding training up to date as required including cyber safety

Professional development

- Take part in the school’s appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate regularly and effectively with pupils, parents and carers
- Use of the school’s digital platforms at all times to ensure accurate assessment and record keeping

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Ensure professionalism is upheld at all times

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks that set out professional duties and responsibilities

The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager.

Person specification

Criteria	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful teaching experience of children with SEND in mainstream or a special setting 	<ul style="list-style-type: none"> • Experience of teaching primary and secondary • Training or courses undertaken in the area of neuro-diversity and /or trauma informed practice • Outdoor learning environment experience
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of cognitive development and learning needs • Ability to adapt teaching to meet pupil needs • Ability to build fast rapport with all pupils • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Literacy and early literacy training and understanding of phonological awareness and phonics • Outdoor learning • Cross curricular teaching • Assistive technology and innovative use of ICT • Knowledge of 'bottom up' behaviour approaches
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Calm and kind • Have the capacity to be an effective and consistent role model for vulnerable pupils • Ability to build fast rapport with children and parents • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively 	<ul style="list-style-type: none"> • A love for outdoor learning and a cross curricular approach • Investigative and Innovative • Creative

	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Passionate about removing barriers to learning for pupils who need it most 	
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