



SEND Unit Teacher-

Roman Hill Primary School

Opportunity, Community, Excellence

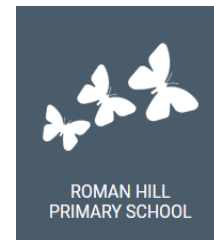


Job Description: SEND Unit Teacher

Reports To: Headteacher

Direct reports: SEND Teaching Assistant

Grade: MPS/UPS plus SEN allowance 1



Role Purpose:

- To be a champion for children with profound and complex needs.
- To meet the Teachers' Standards and deliver high quality teaching and learning so all students make outstanding progress.
- Oversee the provision and support for pupils with additional and complex needs within the unit, ensuring inclusive practice across the school
- Work collaboratively with the Senior Leadership Team to drive improvement, promote inclusion and ensure the highest outcomes for all children
- To provide a central point of contact, expertise and support for parents, carers, staff and external agencies

Key Responsibilities:

- Develop and maintain an inclusive, nurturing and aspirational environment for all pupils within the unit
- Lead the planning, delivery and evaluation of a personalised curriculum for pupils with a range of special educational needs and disabilities (SEND)
- Plan and prepare each lesson to ensure that each pupils barriers to learning are catered for allowing them to make progress towards individual learning outcomes
- Ensure all statutory requirements for SEND provision are met and maintain up to date knowledge of legalisation and guidance
- Strive to integrate the pupils within the mainstream cohort of pupils, developing and maintaining strong and respectful relationships.
- Work closely with the school's SENCO to ensure statutory duties in relation to EHCPs are implemented and delivered to the highest quality.

General Responsibilities:

Teaching:

- Plan and deliver lessons which have clear learning outcomes.
- Teach engaging and effective lessons that motivate, inspire and improve student attainment and progress.
- Set appropriate homework and mark.
- To mark and monitor students' work, assess and record students' progress and provide appropriate feedback which informs students how they can make further progress.
- Set clear and challenging targets for students that build on prior attainment.
- Use regular assessments to monitor progress and set targets.
- Use assessment data to inform intervention and future planning.
- Engage in a professional dialogue informed by lesson observation, learning walks and work scrutiny.
- Participate in the development and delivery of high-quality teaching of literacy and numeracy.
- Ensure lessons meet the needs of all students (SEND, Pupil Premium, Gifted and Talented).
- Ensure personal, social, moral and spiritual aspects of learning are incorporated into lessons when appropriate.
- Implement department and school rewards and behaviour policies in lessons.
- To lead and support other staff/volunteers in the classroom.
- To work in partnership with parents/carers and maintain regular and productive communication with them regarding progress and other issues.

Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with the school behaviour policy

- Manage classes effectively, using approaches which are appropriate to pupil needs in order to inspire, motivate and challenge
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of young people within the school, raising any concerns following school safeguarding procedures

In the department/school:

- Engage in a thorough process of monitoring and evaluating the quality of teaching and learning in the subject area in the context of the school's self-evaluation framework.
- Engage in collaborative planning and development within the department.
- Use all available data and information to inform planning, target setting and raising achievement.
- Carry out assigned tasks as identified in the Departmental Improvement Plan.
- Meet deadlines for the submission of data, information, reports as required.
- To attend parents' evenings to discuss and review student progress.
- To work collaboratively with staff outside the department in sharing information and strategies to maximise students' learning potential.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the school's appraisal policy

School Culture

- Have high expectations of what students will achieve.
- Have high expectations of colleagues.
- Challenge every individual to maximise their potential.
- Be pro-active in implementing whole academy policies and Improvement plans.
- Use praise and rewards when appropriate and respond to inappropriate behaviour at all times.
- Be an active participant in our learning community and work towards personal professional development targets.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop the departmental and Academy ethos that is totally committed to achievement.
- Participate in consultation and marketing events for parents and the wider community.

Whilst every effort has been taken to summarise the main responsibilities of this post, the above list is not intended to be exhaustive.

All employees of Kingfisher Schools Trust will:

- Ensure that they adhere to the trust code of conduct and all policies and procedures including those relating to child protection and safeguarding, equal opportunities, health and safety, security, confidentiality and data protection
- Support the school and departmental development plans and positively engage in continuous professional development activities
- Seek advice and escalate more complex issues to the appropriate person within the workplace structure, using discretion as appropriate
- Undertake any other duties in line with their level of responsibility, as reasonably directed by the line manager or the Headteacher or a person acting with delegated authority on their behalf
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Person Specification

Essential criteria	Desirable criteria
<p><u>Qualifications and education:</u></p> <ul style="list-style-type: none"> • QTS • 5+ years of experience of primary experience • An excellent Level of education • Knowledge of current theory and practice in teaching and learning of learners with SEND. 	<ul style="list-style-type: none"> • Previous experience working within a specialist SEND Unit and or provision • NPQSEND (or the desire to achieve this qualification)
<p><u>Experience and knowledge:</u></p> <ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • Ability to provide a rich and ambitious curriculum that is differentiated/adapted, support offer appropriate to the needs of the SEND Unit pupils and ensure all elements of EHCPs are followed • Knowledge and understanding of effective SEND pedagogy • Able to stimulate students' interest in learning • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Adapting curriculum offers to meet the needs of profound SEND learners, such as understanding of sensory-based curriculum offers or Cherry Tree assessments
<p><u>Skills and behaviours:</u></p> <ul style="list-style-type: none"> • Ability to inspire high levels of performance in all students regardless of their starting points • A commitment to child protection and safeguarding • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to maintain a professional manner in challenging and changing circumstances • High expectations for children's attainment and progress • Accuracy and reliability • A willingness to support the school development plan and promote the school and trust values • Excellent communication skills • Tact and discretion when dealing with confidential matters and sensitive situations • Approachable, friendly manner and a can-do attitude • Flexibility and integrity • A self-starter with the ability to work independently and as part of a team 	
<p><u>Professional development:</u></p> <ul style="list-style-type: none"> • Commitment to personal professional development • Evidence of sustained professional development relevant to the role 	