

JOB DESCRIPTION

ROLE: Phased Lead Teacher
GRADE: MPS/UPS/tr
BASIS: Term-Time Only
REPORTING TO: Headteacher

JOB PURPOSE:

To be responsible to the Deputy Headteacher, for all learning activities undertaken by a group or groups of pupils with complex special educational needs that may be multiple and complex.

The pupils placed in this special school will have a wide range of needs encompassing a spectrum of learning difficulties. Pupils will have moderate learning difficulties, and autistic spectrum disorders (ASCs), with some associated behavioural issues, and speech and language disorders.

To promote the emotional wellbeing, behavioural, social, and academic progress of individual pupils and of any class and group of pupils assigned to him/her principally, but not exclusively, by teaching the specified curriculum and undertaking other activities for, or relating to, pupils.

RESPONSIBILITIES:

General

- Teaching and other related activities for pupils with special educational needs.
- Providing or contributing to oral and written assessments and reports.
- To accurately assess performance levels of children in core, basic and foundation areas of the curriculum, including communication.
- To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- To set high expectations for pupil's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework in line with school procedures providing constructive and appropriate feedback, setting targets for pupil's progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum.
- Recognise that learning takes place outside the school context and provides opportunities to develop pupils' understanding by relating their learning to real examples.
- Maintaining good order and discipline among pupils and safeguarding health and safety.

- Participating in arrangements made to appraise the performance of teachers.
- Participating in induction and/or further training and professional development.
- Advising and co-operating with the Headteacher and other staff on the preparation and development of appropriate courses of study, teaching materials, teaching programmes, methods of teaching etc.
- Participating in meetings at the school and relating to its curriculum, administration, or organisation.
- Supervising and so far as is practicable, teaching pupils whose teacher is not available to teach them.
- Any directions which may reasonably be given by the Headteacher.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents
- Work with teachers to contribute to meetings with parents and carers by providing feedback on engagement, pupil progress, attainment and barriers to learning
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Develop effective professional relationships with colleagues

Safeguarding & Health and safety

- To ensure all tasks are carried out with due regard to Health and Safety
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

REVIEW AND AMENDMENT:

This job description is subject to review at any time with full consultation of the post holder.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified teacher status.	Post graduate degree Post graduate study
PROFESSIONAL DEVELOPMENT	Evidence of a willingness to undertake appropriate additional training in current educational practice and any other area of professional development indicated by the performance management process. Relevant training and/ or experience in one or more of the following categories: autistic spectrum disorders (ASDs), associated behavioral issues, SEMH	Further professional training and development Additional SEND CPD
EXPERIENCE	Successful teaching experience and a sound knowledge of children with complex difficulties. Experience of working in the primary phase. Experience of working with children having special educational needs. Experience of working with children with autism. Evidence of good or better teaching outcomes. Knowledge of speech, language, and communication disorders, associated challenging behaviour and learning difficulties.	Good understanding of the EHCP process and annual reviews
SKILLS AND ABILITIES	Good interpersonal skills Self-reflective practice Ability to self-initiate improvements	Ability to use Information Technology effectively
OTHER	A commitment to the principle of inclusion Promotion of positive behaviour strategies and constructive handling of problems An Awareness, understanding and commitment to equal opportunities Team focused	Evidence of emotional resilience in working with children exhibiting challenging behaviour A proven track record in restorative practices