

# Job Description

<b>Post:</b>	<b>Special Needs Teacher (Qualified teacher) – SEND Teacher</b>
<b>Responsible to:</b>	SENCo
<b>Hours:</b>	Full time
<b>Liaison with:</b>	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Parents/Carers, external agencies.
<b>Duties:</b>	<p>The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers.</p> <p>SEND planning, implementation, and co-ordination; professional development, resources and fulfilling the statutory requirements as identified in the Code of Practice.</p>

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter, application form and person specification form, you should ensure that you address each of the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

## Responsible for:

The holder of this post is expected to carry out the professional duties of a SEND Teacher post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

## Professional Values and Practices

- Maintain high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievement.
- Demonstrate and promote the positive values, attitudes and behaviour agreed and expected. Communicate sensitively and effectively with parents, carers and pupils.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Participate in professional discussion with an awareness of current educational issues.
- Be aware of and work within the statutory frameworks relating to teachers' responsibilities.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.

## **Knowledge and Understanding**

- Have a secure knowledge and understanding of the Primary curriculum and SEND provision in the school.
- Have a sound knowledge of how to use IT effectively throughout their professional role.
- Understand the responsibilities under the SEND Code of Practice and know how to seek advice from specialists.
- Have a secure knowledge of a range of learning and physical needs and difficulties, such as, ADHD, ODD, ADD, SEMH, ASD, Downs syndrome, HI, VI.

## **Planning, Expectations and Targets**

- Provide a stimulating environment that promotes inquiry, activity and encourages personalised learning.
- Provide a calm atmosphere in which all members of the school community feel secure.
- Use a range of strategies to promote good behaviour and establish a purposeful learning environment.
- Ensure challenging teaching and learning objectives are set, which are relevant to all pupils.
- Select and prepare resources, taking account of pupils' interests, needs and backgrounds, as appropriate.

## **Monitoring and Assessment**

- Make appropriate use of a range of monitoring and assessment strategies where appropriate and conduct suitable assessments to support SEND level of support or EHCP information/evidence.
- Assess pupils' progress accurately using the school assessment system, the Engagement Model and/or Tapestry, as relevant.
- Identify and support SEND pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

## **Teaching and Class Management**

- Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- Provide additional opportunities out of class to consolidate and extend work carried out in the class, encouraging pupils to learn independently.
- Plan and coordinate the learning environment for children with SEND needs to support their knowledge and understanding, independence and development towards their EHCP outcomes.
- Be a consistently good to outstanding teacher.

## **Curriculum Responsibilities**

- Provide support and guidance to LSAs in relation to SEND adaptations.
- Ensure SEND resources are in good repair, suitably displayed.
- Advise other staff on resources.
- Prepare a plan for the acquisition and use of SEND resources.
- Arrange for the ordering and management of resources within the delegated budget.
- Attend INSET and meetings, where needed.

## **SEND Planning, Implementation and Co-ordination**

- To define relevant skills, techniques, and concepts to be taught.
- In conjunction with the SENCo to develop assessment processes which are compatible with the aims and objectives of the school and SEND unit.
- Liaise with key agencies including parents around all areas of SEND.
- To conduct key, SEND assessment to support the SENDCo.

## **General duties**

- To take part in the school's appraisal procedures.
- To undertake training and development appertaining to their role as SEND teacher.
- Develop effective professional relationships with colleagues.
- Promote the health, safety and well-being of the school community.
- Duty to report any safeguarding concerns to the school's DSL as per the school's Child Protection and Safeguarding Policy.
- Uphold public trust in the profession and maintain high standards ethics and behaviour as per the Staff Code of Conduct.
- Make a positive contribution to the wider life and ethos of the school.

## **Organisation and Management**

- Support and guide the Learning Support Assistants in the SEND Unit.

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Hold other SEND specific qualifications.</li> </ul>
Experience	<p><b>The SEND teacher should have experience of</b></p> <ul style="list-style-type: none"> <li>Teaching at KS1 and KS2</li> <li>Teaching a range of SEN</li> <li>Evidence of continuing professional development (CPD)</li> <li>Evidence of work with colleagues in primary schools</li> <li>Experience of setting targets and monitoring, evaluating, and recording progress</li> </ul>	<ul style="list-style-type: none"> <li>Teaching in a special provision</li> <li>Teaching children with high and complex needs</li> </ul>
Knowledge and Understanding	<p><b>The SEND teacher should have knowledge and understanding of</b></p> <ul style="list-style-type: none"> <li>The SEN Code of Conduct and its practical application</li> <li>The EHCP process and the evidence needed.</li> <li>Behaviour management techniques for groups and individuals</li> <li>Good understanding of developing and delivering personalised curriculums</li> </ul>	<p>In addition, the SEND teacher might have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Using comparative information about attainment</li> <li>The funding support mechanism for SEN</li> <li>The roles and responsibilities of education psychologists, OT and Speech and language therapists</li> <li>Writing and reviewing One Plans.</li> </ul>
	<p><b>The SEND teacher will be able to:</b></p> <ul style="list-style-type: none"> <li>Make consistent judgments based on careful analysis of available evidence.</li> <li>Excellent classroom practitioner</li> <li>Good communication skills both written and oral</li> </ul>	<ul style="list-style-type: none"> <li>Confident in the use of information and communication technology</li> <li>Support the coordination, advise and motivate the learning</li> </ul>

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good presentation skills with the ability to enthuse and motivate others.</li> <li>• Good organisational skills</li> <li>• Good at working collaboratively with other members of the SEND team.</li> </ul>	support assistants in the support of SEN pupils and initiatives.
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• A full Enhanced Disclosure from the Disclosure and Barring Service</li> <li>• Commitment to teamwork.</li> <li>• Sensitivity to the aspirations, needs and self-esteem of others.</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy.</li> <li>• Willingness to share expertise, skills, and knowledge</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Right to Work in the UK</li> <li>• Works within guidelines and procedures</li> <li>• Evidence of a commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Commitment to promote and support the aims of REAch2.</li> </ul>	