



## Job Description

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|---|---|--------------------------|---------------------------|
| <b>Role</b>                                 | SEN Teacher- Performing Arts Specialism   | <b>School/Department</b> | Oak Tree School           |
| <b>Pay Point</b>                            | MPR/UPS + SEN1  | <b>Reports to</b>        | Assistant Headteacher T&L |
| <b>Job Purpose</b>                          | To contribute to the teaching and learning of the secondary aged students within Oak Tree School, reflecting knowledge of their SEN strengths and needs to ensure appropriate development.  |                          |                           |
| <b>Applicable Contract Terms and Duties</b> | The duties outlined in this job description are to be performed in accordance with the provisions of the latest School Teachers' Pay and Conditions Document as adopted by Maiden Erlegh Trust. It may be modified by the Headteacher, with the post holder's agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. |                          |                           |
| <b>Relationships</b>                        | The post holder is responsible to the Assistant Headteacher who is their immediate line manager(s) in all matters.  |                          |                           |

### The post holder will be responsible for:

#### Trust Culture

- Supporting the Trust's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Maintaining the highest expectations of all students
- Helping create a strong Trust and school community, characterised by consistency, collaboration and measured and respectful relationships.
- Supporting extra-curricular and whole school events.
- Supporting and working in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required (in line with school policy).

#### Teaching and Learning

- To plan, develop and deliver outstanding teaching, learning and understanding that reflects the needs of the students.
- To support pupils in carrying out the Arts Award for our first KS4 cohort
- To develop resources for students and staff that inspire and excite students to learn new skills and knowledge.
- To ensure that Augmentative Alternative Communication Strategies are implemented to enable the child to access the curriculum.
- Contribute to the design and delivery of the school's enrichment curriculum
- Motivating and inspiring students so that they enjoy their learning, can manage their own learning effectively and want to aim as high as possible.
- Directing and supervising support staff assigned to lessons.
- Take part in all training and development activities, to implement multidisciplinary strategies which meet the needs of the students.
- Ensuring all classroom, assessment and feedback routines are upheld in all lessons.
- To promote an innovative and aspirational learning culture and solution focused thinking among staff groups.

#### Assessment

- To track pupil attainment/achievement/behavioural progression.
- To contribute to robust/comprehensive assessment and profiling systems.
- To provide detailed reports and suggested strategies to share with the wider staff team.
- To contribute to whole school development/improvement, planning, implementation, review and evaluation.
- To scrutinise, analyse and interrogate assessment data and profiles to inform appropriate, individualised intervention planning and strategies.
- To be accountable for keeping appropriate records of assessment.
- To be accountable for individual student progress against starting points.



- Prepare and present informative written and verbal reports on pupils' progress to parents in line with Oak Tree policies.
- Actively monitor, and respond to, curriculum developments and initiatives.
- To ensure they are prepared for Ofsted inspections and any other benchmarking or assessment visits.
- To develop targets in relation to the child's Educational Health Care plan that would form part of their annual review.
- To recognise what each pupil's abilities are and ensure that they are following the relevant curriculum pathway supporting them in areas of strengths and needs.

### **Behaviour Management and Student Wellbeing**

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being.
- Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all Oak Tree School's policies including the school's behaviour policy.
- Be trained in CPI and implement its ethos throughout the school
- Always model the ethos and vision of the school.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Ensure there is a positive relationship between home and school and develop support programmes to help the child at home understanding that this then affects their development in school.
- Attend CIN or CP meetings when necessary.
- Attend and contribute to the child's annual review.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the school's Health and Safety policies.
- Be responsible for the health & safety of pupils when they are authorised to be on the schools' premises and when engaged in authorised activities elsewhere.
- Creating a positive, nurturing and open learning environment, where students are safe and feel safe to show curiosity and enthusiasm for the subject being taught.
- Undertaking allocated duties and ensure a presence which promotes the safety and wellbeing of students and staff.
- Ensuring all concerns of a safeguarding nature are reported and recorded as per our Safeguarding Policy and within a timely manner.
- Ensuring all concerns of a health and safety nature are reported and recorded as per our Health and Safety Policy and within a timely manner.

### **Pastoral and Inclusion**

- To contribute to coordination, development and delivery of all elements of pastoral care.
- To work closely with the multidisciplinary team and implement strategies given.

### **Other**

- To support the pupils in their later career progression.
- When required, participating in recruitment and selection or teacher training activities.
- Liaise with all stakeholders such as parents/carers, school staff, Trust staff, outside agencies and any other relevant bodies.
- Be part of the appraisal system, taking full responsibility for their own objectives and professional development.
- To perform any reasonable task as directed by the Headteacher, Senior Manager or lead teacher.
- To attend meetings and staff meetings as directed by line managers and the Headteacher.

### **The post holder will be accountable for:**

- The standards of progress and attainment of all students taught.
- The standards of conduct and behaviour for learning of all students.
- The reliability and accuracy of formative and summative assessment of all students.
- The consistent implementation of school policy in the subject.
- The effective and safe use of resources.
- The safety and wellbeing of students in their care.



## Person Specification

|   |  |                          |                 |
|---|--|--------------------------|-----------------|
| <b>Role</b>                                   | SEN teacher with Performing Arts specialism  | <b>School/Department</b> | Oak Tree School |
| <b>Qualifications, training and education</b> | <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Primary/ Secondary qualification or considerable success in teaching Performing Arts</li> </ul>   |                          |                 |
| <b>Experience</b>                             | <ul style="list-style-type: none"> <li>Evidence of successful teaching and classroom practice, monitoring and assessing pupil; progress.</li> <li>Experience or working with academic and vocational qualifications to support students including the arts award</li> <li>Experience of following and implementing the national exam syllabus and adapting this for our students.</li> <li>Experience of working with children with ASD and associated complex difficulties.</li> <li>Experience of multi-agency working.</li> </ul>   |                          |                 |
| <b>Skills and abilities</b>                   | <ul style="list-style-type: none"> <li>Good/outstanding teacher.</li> <li>Knowledge and understanding of how children with ASD and associated complex difficulties may learn and what strategies are needed in order to ensure they access the curriculum.</li> <li>Implement and develop the performing arts curriculum and relevant qualifications for our first KS4 cohort</li> <li>Knowledge and understanding of effective behaviour management techniques/strategies/intervention.</li> <li>Comprehensive understanding of assessment and profiling.</li> <li>Understanding of quality of provision and assessment to support learning.</li> <li>Understanding of inclusive practice to support learning.</li> <li>Knowledge and understanding of a range of factors that may impede learning in relation to the child's SEN needs and behaviour.</li> <li>Knowledge and understanding of what constitutes quality teaching and learning and strategies to improve teaching and learning and improve/raise achievement.</li> <li>Knowledge of current issues and policy in relation to the revised Code of Practice for SEN and Social Inclusion.</li> <li>Knowledge of the range of difficulties experienced by pupils who have experienced trauma.</li> <li>A high level of communication and interpersonal skills.</li> <li>The ability to avoid confrontation and maintain a corporate ethos and awareness.</li> <li>Excellent classroom management skills and a flexible, problem-solving approach to pupil management.</li> <li>Capacity to identify and advise on effective classroom management strategies relevant to the teaching.</li> <li>Ability to work effectively and constructively with a multidisciplinary team and effectively implement strategies given.</li> <li>Commitment to social inclusion and enhancing the life chances of pupils.</li> <li>A willingness to explore new ideas and working practices.</li> <li>Capacity to work under pressure in a changing environment.</li> <li>Demonstrate emotional resilience in working with challenging behaviours and be responsible for managing your own emotional health.</li> <li>Solution focused thinking.</li> <li>Commitment to positive working with difficult behaviours and attitudes.</li> <li>The capacity to contribute to, and benefit from, working within a team.</li> <li>A sound understanding of Equal Opportunities and confidentiality as they relate to this post.</li> <li>Willingness to work across sites and within the school.</li> <li>Sharing strategies to help support team members.</li> </ul> |                          |                 |



**Requirements  
specific to the  
role**

All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.

**The Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.**

**Signed:**  
Post holder

**Date:**