

## JOB DESCRIPTION

*The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.*

<b>Job Title:</b>	Key Stage 3 SEND Teacher
<b>Salary/Range:</b>	MPS/UPS + SEN
<b>Hours:</b>	Full Time – in accordance with STPCD
<b>Main Base:</b>	Brunel School, Paignton
<b>Responsible to:</b>	Headteacher
<b>Direct Supervisory Responsibility for:</b>	Teaching Assistant(s)
<b>Important Functional Relationships: Internal/External</b>	CEO, Headteacher's, SEN Director, staff, pupils, parents, governors  Community groups, LA, partner schools, national bodies/organisations, media

### Main Purpose of Job:

- To plan and deliver personalised curriculum packages and accreditation pathways for pupils within the context of EHCP outcomes, maintaining assessment and progress data for your learners.
- To deliver knowledgeable targeted provision, ensuring the provision effectively reflects the needs of pupils Education Health and Care plans.
- Providing in-school teaching and intervention for pupils with anxiety-related barriers to learning and SEN including, but not limited to, Autism and Social, Emotional Mental Health (SEMH).
- Working collaboratively with families, external professionals, and other support networks.
- To deliver quality SEN teaching to secondary school-age pupils across a range of subjects and may include teaching pupils remotely on-line and in non-classroom environments.
- Develop and support personalised strategies to reduce anxiety, build confidence and meet the individual needs of pupils.
- Where applicable, offering outreach support in alternative settings within the Trust to help pupils access education in a way that feels safe and manageable.
- To make appropriate arrangements for the pupils' pastoral care and personal development whilst establishing working relationships with their parents or carers
- Where applicable, support effective partnerships with a range of service providers and proactive working with multi-agency teams.
- To co-ordinate the work of HLTA's and Teaching Assistants. This includes managing pupils' individual needs to enable them to access learning.
- To follow the guidance issued within the Trust 'Teaching and Learning' / 'Curriculum' Policies and the 'Non-negotiables'.
- To support and adhere to all Trust's policies and procedures.
- To fulfil associated duties which are required to meet the Teachers' Standards.
- To have a clear understanding of Safeguarding and the Keeping Children Safe in Education guidance.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust and School's Safeguarding Policies.

## Main Duties and Responsibilities:

### Teaching Responsibilities:

- To plan, prepare and deliver appropriate and differentiated work for all pupils in the setting into which you are deployed.
- To work in partnership with parents/carers/pupils and other agencies to develop most impactful provision.
- To give meaningful feedback to pupils about their learning and how to make further progress.
- To contribute to pupils assessment in line with Trust assessment processes. To mark work and to annotate photo/video recordings of practical work according to the Marking Policy.
- Maintain current detailed records of academic, social and attitudinal progress.
- Understand and be able to articulate your data.
- To plan and deliver provision to meet EHCP outcome.
- Have regard for the vulnerable groups within setting at which you are deployed and be able to articulate how their needs are met within your teaching.
- Meet the deadlines for data drops.
- Complete progress reports.
- Identify best practice and disseminate it amongst colleagues; participate in the on-going review and development of the Trust-wide curriculum, resources and pedagogy.
- To carry out tasks related to the general wellbeing of our pupils.
- To order, distribute and maintain the materials required for groups you are teaching.
- To follow statutory requirements.
- To contribute to the monitoring and evaluation of teaching and learning, pupil progress, policy review and any faculties with which you are aligned.

### Pastoral Responsibilities:

- To support the emotional and social wellbeing of pupils.
- To be aware of, and to communicate, the background information relating to pupils and follow guidance with regards to behaviour management within the group and the wider school.
- Contribute to the development of management strategies for our pupils.
- Promote equal opportunities and inclusion.
- To establish a positive and professional channel of communication with parents and carers.
- To effect and sustain professional contact with parents, carers and professional agencies.
- To prepare and collate information for Reports, Annual EHCP reviews and attend meetings as necessary.
- To monitor pupils with regards to their attainment, attitude for learning, behaviour, attendance and their social and emotional wellbeing.
- To assist with the development of individual support plans for pupils and to communicate these to colleagues.

### Communication and Liaison

- Attend INSET days and contribute to agenda and training.
- Represent the provision at which you are deployed at other meetings, where appropriate.
- Meet formally and informally with the line manager over matters relating to teaching and learning, classroom management and personal professional development.
- Communicate and work effectively with other members of staff – including across a range of Trust settings and provisions.
- Maintain appropriate contact and consult with parents/carers of pupils as necessary
- Work proactively with Trust and partner school's Teacher/ HLTA and TA teams to ensure pupils with whom you are deployed receive appropriate levels of support.

## General/Other:

### Teachers Pay and Conditions

- The post holder will be required to carry out such duties outlined in the current School teachers' Pay and Conditions document at the request of the Headteacher.

- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.
- There is not rigid policy with regards to the 1265 working hours directive; we ensure that there is a balance of Planning, Preparation and Assessment time alongside formal meetings.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.
- In the interest of staff wellbeing, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.
- To act as a team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To maintain the utmost confidentiality with regard to all reports, records and personal data and other information of a sensitive or confidential nature.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required.

<b>Person Specification:</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>Recruiting method</b>
<b>Education and Training</b>	Qualified Teacher Status (this post is not suitable for an NQT application).	Undertaken training in Special Education.  Undertaken training for learners with ASD and SEMH.  Evidence of personal commitment to continued professional development.	Application
<b>Skills and Experience</b>	Sensitivity to the personalised learning requirement of children with complex needs.  Ability to manage pupils who present behaviour which may show challenge as a result of their communication difficulties.  Adaptable and able to engage proactively in short term/ medium term and longer deployments within settings.  Ability to lead, direct, manage and work effectively as a member of a team with responsibility to develop the skills, knowledge and understanding of colleagues via the performance management process.	Has worked as part of a multi-professional team.  Strong knowledge of EHCPs, differentiation, and inclusive teaching strategies.	Application/Interview /Assessment

	<p>Good communication skills.</p> <p>Effective ICT skills, including the use of Microsoft Teams.</p> <p>Ability to skilfully interact with children with complex needs, encouraging the acquisition of appropriate skills and attitudes.</p> <p>Has worked directly with pupils with SEN and/or disabilities/SEMH.</p> <p>Ability to adapt teaching for pupils with communication difficulties and emotional regulation needs.</p> <p>Understand and are able to implement a 'Total Communication' approach and environment.</p>		
<p><b>Specialist Knowledge and Skills</b></p>	<p>Demonstrates knowledge of how children learn and the best way to encourage their development through high quality teaching and learning sessions.</p> <p>Demonstrates a robust understanding of assessment of learning, using such assessment to inform future teaching and learning.</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities.</p> <p>Strong classroom and behaviour management, support and skills.</p> <p>Knowledge of the Annual Review process and the importance of the EHCP.</p>	<p>Knowledge of programmes of work for children with SEN.</p> <p>Knowledge of the learning needs of pupils with significant social communication difficulties.</p> <p>Some knowledge of the EHC process.</p> <p>To have used a range of teaching strategies e.g. TEACHH/Attention Autism.</p> <p>Knowledge of Sensory Needs Engagement.</p> <p>Familiarity with therapeutic approaches (e.g. trauma-informed practice, attachment-aware teaching).</p>	<p>Application/Interview /Assessment</p>
<p><b>Behaviours and Values</b></p>	<p>Warm, friendly and a good team member.</p> <p>Enthusiastic with a solution focussed approach.</p>	<p>Training is Team Teach, MAPA, or other positive handling strategies.</p>	<p>Application/Interview /Assessment</p>

	<p>Open to learning and flexible to changing circumstances.</p> <p>Empathetic to individual needs of children.</p> <p>Commitment to Inclusion.</p> <p>Commitment to working with parents and multi-agency teams.</p> <p>Current driver's license and able to travel.</p>		
--	--	--	--