

<b>Job Title:</b>	SEND Teacher	<b>Reports to:</b>	Headteacher
<b>Location:</b>	Goosewell Primary Academy	<b>Accountable to:</b>	Headteacher
<b>Salary/Grade:</b>	MPS/UPS +SEN Allowance	<b>Hours of Work:</b>	0.8

## Principle Purpose of the Role

To consistently teach good/outstanding lessons that engage pupils, meet specificity of need and provide autism enablement so that progress is made across curriculum, as well as through therapeutic intervention.

Additionally, to:

- assess, monitor and record pupil progress;
- build effective working relationships with support staff, other teachers and middle leaders to further the development of the Quality of Education across the academy.
- implement therapeutic or academic interventions to meet need as required.

## Key Duties

- To support the Academy ethos, playing a full part in the life of the Academy and to be a positive role model at all times.
- To respond to SEND and autism initiatives relating to the quality of education as directed.
- To acknowledge existing networks for teaching, liaising with other staff where required and when/if required staff at other Academies and schools in Plymouth, to build outstanding provision.
- To set high standards, professionally and personally and set a good example at all times.
- To be responsible, alongside other staff, for maintaining good order throughout the Academy.
- To follow the principles of Goosewell, especially in terms of communicating with pupils and thereby positively contribute to the ethos of the Academy.
- To follow policy.
- To ensure that high standards of provision are consistently maintained.
- To complete all preparatory steps in order for EHCP review meetings to be held. Liaise with all stakeholders, gather evidence, chair meetings and complete review documentation to sent to the Local Authority.
- To accurately record attendance.
- To log all aspects of behaviour/ presentation and report these as required.
- To communicate effectively with parents/ families regarding both celebration and concern.
- To carry out extra-curricular duties that are reasonable and practicable.
- To read, respond to and update, all individual risk assessments specific to the pupils directly in your care.
- To read and respond to any changes to any safeguarding policy that may be communicated to you.
- To be responsible for the general health and safety aspects of your specific working area.



## Leadership

- To work with leaders to ensure that content is relevant and engaging to pupil need.
- To accord to the Academy's assessment tracking system, carefully monitoring to ensure good/outstanding rates of pupil progress and tackling underperformance through intervention related to pedagogy and/or content.
- To work alongside the Academy's SENCO regarding vulnerable pupils' provision and progress, initiating intervention to support progress as necessary.
- To seek support from external agencies to ensure that provision and progress is planned for.
- To demonstrate good practice in terms of planning (long term/medium term/short term),
- To be a pro-active member of the teaching team, participating in and guiding professional dialogue and discussion
- To be alert to the potential for any improvement, expansion and innovation within the Academy's provision.
- To ensure that support staff are equipped with the skills and knowledge required to meet the needs of the children.
- To timetable support within the Resource Centre.
- To ensure that the Resource Centre is managed in accordance with the Service Level Agreement (as stated by the Local Authority).

## Teaching Team Responsibilities

- Attend teachers' meetings and team meetings as required.
- To demonstrate effective collaboration and information sharing as a member of the teaching team and promote collaboration and positive relationships for learning within the Academy.
- Ensure that any decisions made at leadership level are enacted.
- Disseminate relevant information to colleagues when appropriate.

## An Effective Member of Staff Throughout the Academy

- To contribute effectively to the development of a positive ethos in which all children have access to a broad, balanced and engaging curriculum which contributes to pupils' academic, social communication, emotional and physical development whilst preparing pupils for the opportunities, responsibilities and experience of adult life.
- To support the building of autism provision for creativity, enquiry and problem solving in the curriculum that consistently engages our pupils.
- To respect all other staff in the Academy and acknowledge the importance of their roles to our overall effectiveness.

## Other

- To contribute to creating a positive and inclusive learning climate where collaborative learning is encouraged.

## Typical Work Activities

The work of an Autism/SEND teacher is stimulating, challenging and varied and may involve:

- teaching individuals or small groups of pupils within, or outside the class;
- preparing lessons and resources with an appropriate level of challenge;
- marking and assessing work in line with the academy policy;
- developing and adapting conventional teaching methods to meet the individual needs of autistic pupils



- collaborating with other colleagues to define appropriate activities for pupils in relation to the curriculum with autism enablement strategies;
- liaising with other professionals, such as social workers, speech and language therapists, and educational psychologists;
- working closely with families;
- organising learning outside the classroom activities such as community visits, school outings or sporting events;
- updating and maintaining records of pupils' progress;
- planning, preparing for and attending and chairing statutory annual reviews or other related meetings, such as Looked After Child (LAC) reviews, regarding students with a SEND, which may involve reviewing Education, Health and Care (EHC) plans.

## Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

## Staff Development and Performance

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan, they will bring it to the attention of their line manager at the earliest opportunity.

## Demands and Working Conditions

- This is an operational post and there will be considerable conflicting work demands, deadlines and interruptions, particularly during peak periods and operational deadlines.
- The postholder is to undertake other duties commensurate to the grade of the post.
- Adhoc travel to attend training events and meetings may be required.



- There may be occasions when it will be necessary to cover other roles within the team or to work with other colleagues when there are peaks and pressing issues.
- There may be a requirement to spend large amounts of time working on sensitive information, for example, reports and audits.

**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.

## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Qualified Teacher status	E	/	
Additional qualifications or awards e.g. Autism qualifications, OLEVI Outstanding Teacher Programme	D	/	
Specialist qualifications related to SEND or autism	D	/	
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Experience of subject leadership and management	D	/	/
Experience of success in ensuring pupil engagement and progress	E	/	/
Experience of success for pupils in EYFS/KS1/KS2/KS3 with autism/SEND	E	/	/
Recent experience of teaching pupils with autism/SEND, within EYFS/KS1/KS2/KS3/KS4	E	/	
Knowledge of autism enablement strategies to promote success	E	/	/
Track record of delivering interventions that have had a positive impact on pupil progress.	E	/	/
Secure understanding of how to assess pupils against National Curriculum	E	/	/
Excellent classroom practitioner	E	/	/
Familiarity with using data to track/assess pupil progress	E	/	
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	E	/	/
Recent safeguarding training	D	/	



Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Ability to engage with, motivate and adapt for students who find learning a challenge	E	/	/
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, other teachers, inspection teams, Local authority officers, health professionals.	E	/	
A flexible, innovative and consistently positive attitude	E		/
Excellent communicator, both orally and written	E	/	/
An ability to retain a sense of perspective and humour to motivate all pupils and colleagues.	E		/
Eligibility to work in the UK	E	/	

