

Role Profile & Person Specification

Job Title:	Classroom Teacher for Enhanced SEN provision
Responsible to:	Headteacher
Terms and Conditions:	Teachers Pay & Conditions, Salary scale M1 - UPS3. Full time, fixed term until 31/08/2027.

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

The teacher will fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document and meet the expectations set out in the Teachers' Standards.

To plan, deliver and assess high-quality teaching and learning experiences for pupils with Special Educational Needs and Disabilities (SEND), with a focus on social communication and interaction skills, ensuring that every child is supported to reach their full potential in an inclusive and supporting environment.

To promote the aims and objectives of the school and maintain its philosophy of education.

Key Areas of Responsibility

1. Teaching

- Create and manage a purposeful and stimulating environment which is conducive to children's learning.
- Plan, prepare, develop and deliver differentiated, engaging lessons tailored to pupils' individual learning needs, EHCPs, and developmental stages.
- Promote good progress and outcomes for children.
- Demonstrate good curriculum and subject knowledge.
- Adapt teaching in response to the strengths and needs of the children.
- Create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, discipline and safeguarding the children's health and safety.
- Implement positive behaviour management techniques and manage crisis situations.
- Plan opportunities to develop the social, emotional and cultural aspects of pupils' learning.

We are part of...

WENSUM TRUST



FOR CHILDREN, FAMILIES AND COMMUNITIES

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- Promote good behaviour in accordance with the school's Emotion Regulation Policy and to encourage good practice with regard to punctuality for all pupils, differentiating appropriately and using a range of teaching and learning methods.
- Promote the successful integration / inclusion of children with SEMH needs into mainstream settings wherever appropriate; and support the strategies and approaches for individuals and group of pupils in the classroom.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils.
- Work alongside each pupil's home school teacher and EPAs.
- Liaise closely with parents, healthcare professional, educational psychologists and other agencies.

2. Assessment

- Maintain a regular system of monitoring, assessment, record keeping and report of children's progress.
- Set appropriately challenging targets for raising achievement among all children.
- Prepare appropriate records for the transfer of children.
- Attend consultation evenings with parents and keep them informed about their child's progress.

3. Standards

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour code and uniform regulations.
- Attend team and staff meetings.
- Ensure effective use of support staff.

Safeguarding

Respect confidential issues and keep confidence as appropriate

To keep up to date with the school procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

Health and Safety

Ensure that risk assessments are carried out in line with the school Health and Safety policy.

Ensure that department team members are aware of Health and Safety issues including the need to report to the Site Manager all health and safety problems, accidents, and "near misses".

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development

Take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective • Calm 	
Qualifications	Graduate with Qualified Teacher Status	Trained in Norfolk Steps
Experience	Ability to liaise and work with others to promote the education of all children.	A desire to create an inclusive and adaptable environment.
Skills/Knowledge	An awareness of both the Key Stage 1 and 2 curricula.	Knowledge and experience of working with SEMH needs and dysregulation.
Other	Resilient Patient Flexible Ability to build trusting relationships with vulnerable pupils. Ability to apply de-escalation techniques.	Knowledge of trauma informed practices. Knowledge of therapeutic interventions.