

## Hull Collaborative Academy Trust Job Description

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<b>Post title:</b>	<b>Teacher of SEN</b>
<b>Reports to:</b>	<b>SENDCo / Headteacher</b>
<b>Grade:</b>	<b>MPS / UPS (+ SEN Allowance)</b>

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### Main Purpose of the Post

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

Responsible for the day-to-day operation of provision made by the school for pupils with SEN (accessing The HIVE) and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

### Roles and Responsibilities

#### **Teaching and Managing Pupil Learning**

1. Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
2. Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
3. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

#### **Planning and Setting Expectations/Pupil Achievement**

4. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
5. Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
6. Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Person Support Plans (PSPs) and EHCPs.

### **Assessment and Evaluation**

7. Assess how well learning objectives have been achieved and use this assessment for future teaching.
8. Mark and monitor pupils' class and homework, where given, providing constructive oral and written feedback, setting targets for pupils' progress.
9. When applicable, understand the demands expected of pupils in relation to the National Curriculum.
10. Contribute to annual reviews for pupils with EHCPs who access HIVE provision.

### **Relationship with Parents and the Wider community**

11. Prepare and present informative reports to parents.
12. Provide opportunities to develop pupils' understanding by relating their learning to real examples, recognising that learning takes place outside the school context.
13. Liaise with agencies responsible for pupils' welfare.

### **Manage Own Performance and Development**

14. Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
15. Share corporate responsibility the implementation of school policies and practices.
16. Set a good example to the pupils they teach in their presentation and their personal conduct.
17. Evaluate their own teaching critically and use this to improve their effectiveness.

### **Managing and Developing Staff and Other Adults**

18. Establish effective working relationships with professional colleagues including, where applicable, associate staff.

### **Managing Resources**

19. Select and making good use of textbooks, ICT and other learning resources, which enable teaching objectives to be met.

### **SEN provision**

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

Supporting the provision for pupils accessing The SEND Unit:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum;
- Be a lead teacher for pupils accessing The SEND Unit.
- Champion and develop The SEND Unit provision so that all pupils can succeed.
- Deploy and monitor support staff working with pupils in The SEND Unit;
- Liaise with the SENDCo to plan a curriculum(s) that fits with children's needs.
- Work with the SENDCo on timetabling for blended learning.
- Make the most effective use of resources to support learning.
- Support colleagues with the provision for pupils with EHCPs.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

### Responsibility

**1. Responsibility for Staff:**

Teaching Assistants and other adults working within their Provision.

**2. Responsibility for Customers/Clients:**

For the pupils in their care.

**3. Responsibility for Budgets:**

Curriculum budget area if applicable.

**4. Responsibility for Physical Resources:**

Requirement to ensure Health and Safety regulations are adhered to.

### Decision Making

Makes decisions in connection with all the principal accountabilities listed, within current school policies and procedures.

### Contact with children

This post involves contact with children in a school setting and has safeguarding responsibilities.

### Contacts and Reason for the Contact:

**1. Within the School**

All school staff, parents, Trustees, the community.

**2. Within the Trust**

Educational support staff, educational support services, other schools and educational establishments.

**3. With External Bodies to the Academy**

Community representatives, the Council, other public services, like other schools.

### Risks to health

**Physical demands** – Occasional risk due to need to use Team Teach techniques if required, to restrain pupils.

**Working conditions** – Occasional risk due to people related behaviour.

**Emotional demands** – Occasional risk due to emotional demands because of the nature of the pupils being supported.

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

## Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	Degree	AF	NPQ / NASENCo or other qualifications relevant to the role.	AF
	Qualified Teacher Status	AF	First Aid.	AF
			Safeguarding level 1.	AF
EXPERIENCE	Experience of working in a primary school or special school.	AF, R	Experience of liaising with pupils, staff and external stakeholders.	AF, R
	Experience of adapting the curriculum for pupils with complex needs.	AF, R	Experience of deploying support staff to promote learning.	AF, R, I
	Experience of working with pupils across the primary age range.	AF, R	Experience of contributing to annual reviews.	AF, R, I
	Experience of teaching pupils with Special Educational Needs.	AF, R, I		
	Experience of planning sequences of lessons to enable effective learning to take place.	AF, R, I		

	Experience of implementing a graduated response /EHC Plan.	AF, R, I		
KNOWLEDGE	<p>A knowledge and commitment to safeguarding and promoting the welfare of children and young people.</p> <p>A good working knowledge of the demands of the national curriculum and how to tailor this to the needs of the pupils.</p> <p>The capacity to develop an excellent understanding of the craft of teaching based on great pedagogy including the teaching of reading and maths.</p>	<p>R, I</p> <p>AF, I</p> <p>AF, I</p>	Knowledge of the SEN Code of Practice.	R, I
SKILLS	<p>The capacity to develop innovative and inspirational teaching strategies, planning and delivering the highest quality lessons generating high levels of engagement for all.</p> <p>The ability to skilfully assess pupil's understanding.</p> <p>Ability to give effective and constructive feedback to ensure pupils make rapid gains.</p> <p>A willingness to self-reflect on their own practice and strive to constantly improve it.</p>	<p>AF, R, I</p> <p>R, I</p> <p>I</p> <p>R, I</p>	Additional skills such as music, sport, modern foreign languages, etc, that contribute to the expertise within the Trust.	AF, I

	<p>The ability to create a highly positive climate for learning.</p> <p>Can use ICT effectively to support learning.</p> <p>Excellent classroom management skills including behaviour management.</p>	<p>R, I</p> <p>R, I</p> <p>R, I</p>		
PERSONAL QUALITIES	<p>First class communication skills both verbally and written.</p> <p>Being a good role model of spoken English.</p> <p>The ability to establish strong, effective professional relationships with all stakeholders. In particular pupils, parents and colleagues.</p> <p>The ability to work professionally alongside a range of partners and outside agencies at a variety of levels.</p>	<p>AF, I</p> <p>I</p> <p>AF, R</p> <p>R, I</p>		
OTHER REQUIREMENTS	<p>Flexible approach to working arrangements. The post holder must be flexible to ensure the operational needs of the school are met.</p>	<p>AF, R, I</p>		

\*Key: AF=application form; I=interview; T=test; P=presentation; R=references