



Lead Teacher of SEND – The Bridgehouse

JOB DESCRIPTION

Post: Bridgehouse Lead Teacher of SEND – Waltham Toll Bar Academy

Scale: MPS/UPS and MG1

Accountable to: PRINCIPAL/VICE PRINCIPAL OF INCLUSION

Purpose of the post: To be the Lead Teacher in The Bridgehouse for children who require additional support and nurture to access a 70/30 split of mainstream and the Resource Specialist Provision. These students have identified SEMH needs and are in receipt of an EHCP. You will ensure that all children accessing the RSP receive a vibrant and relevant education, underpinned by our trauma-aware ethos. Working in conjunction with the SENDCO, teachers, support staff and a range of other professionals to support the learning and welfare of all children and facilitate a successful hybrid between mainstream education and RSP intervention, as appropriate.

Duties and Responsibilities

- Champion a trauma informed approach which aligns closely to the core vision and values of the Trust.
- Communicate a culture of high expectations and aspirations with regards to pupils with SEMH and complex needs.
- Alongside the SENDCO, develop and oversee the design and implementation of the school's SEN strategy and policy, delivering a culture of professional curiosity, empathy and attunement.
- Teach whole class, small group and 1:1 sessions to meet children's personalised curriculum and their individual needs (e.g. life skills, social skills, literacy, numeracy, speech and language).
- In conjunction with the SENDCO, manage and maintain systems for assessing and screening children on point of entry and assessing, tracking and reviewing progress for children.
- Develop personalised educational programmes which enable pupils to access mainstream provision and plan transition packages when required.



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- Support the SENDCO in carrying out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- Develop opportunities to go out in to the community to develop self-confidence and skills to ensure students are job ready.
- Provide advice and guidance to classroom support staff on supporting pupils with SEND, in particular those with Social Emotional and Mental Health needs and those that have experienced trauma and ensure behaviour management approaches are relational and trauma informed.
- Liaise with the SEND team to provide interventions for children in the Bridgehouse and across the school.
- Maintain pupil records, ensuring information is accurate and up to date.
- Collaborate in a meaningful way with families (including those who are trauma-experienced) to build trust and confidence in the school and prioritise building relationships.
- Ensure that parents/carers are well informed about the curriculum, targets, and children's progress.

Professional Partnerships

- Liaise with other teachers and support staff to advise on strategies and techniques, teaching and learning styles that enable identified children to better access the curriculum and to reduce barriers to learning.
- Alongside the SENDCO, maintain full knowledge and appreciation of the range of activities, opportunities, organisations and individuals that could provide extra support for children/families and make specialist referrals as appropriate.
- Establish and develop mutually beneficial links with other schools and settings to facilitate liaison and provide progression and continuity in children's learning at times of transition.
- Liaise swiftly with the Designated Safeguarding Lead (DSL) where there are safeguarding concerns about a child.
- Contribute to TAC and TAFs, reviews and other meetings effectively where appropriate and to contribute fully to multi agency working.
- Meeting regularly with parents and external agencies to support all aspects of school life for the students
- Liaise productively with the LA's SEND Team, adviser/s, consultants, and trauma informed specialists in order to share good practice and ensure that school decisions are based on up-to-date information so that provision for pupils with SEMH is always of the highest quality.
- Work with strategic partners, advisers, or external bodies as critical friends to ensure high standards are met and maintained.

Teaching - general:

- Model high quality teaching to others and act as a beacon of good practice.



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- Ensure high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of assessment in order to maximise progress and attainment of all learners.

Behaviour - general:

- Promote high expectations of behaviour for all students, built on a foundation of effective, empathic relationships, routines and expectations, which are understood clearly by all our staff and pupils.
- Ensure high standards of student behaviour and courteous conduct in accordance with the Academy's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour that are rooted in relational approaches designed to support children and young people to behave well.

Personal and professional development

- Possess and maintain an excellent working knowledge of trauma informed principles and practice.
- Facilitate opportunities to share good practice so that children benefit consistently from high quality, inclusive learning experiences.
- Actively engage with a full range of CPD opportunities
- Keep abreast of local and national initiatives, guidance and legislation that relates to SEN, trauma, SEMH and specialist provision.

Notes:

This job description may be amended at any time in consultation with the postholder.

There may be a requirement to perform any other reasonable duty as directed by the Principal / Executive Principal / Chief Executive.