



Job Description
Teacher in Charge – Oyster Park SEN Unit

RESPONSIBLE TO	Headteacher & Deputy Headteacher for Inclusion
LOCATION	Oyster Park SEND Unit
GRADE	MPS/UPS + TLR 2A

MAIN AREAS OF RESPONSIBILITY

- To provide strategic and operational leadership of the SEND Unit, teaching within it and overseeing continuous high-quality teaching and provision and accurate, cyclical assessment - ensuring pupils with Special Educational Needs and Disabilities (SEND) receive a high-quality, ambitious and inclusive education.
- To work in close partnership with the Wakefield Inclusion Specialist Education Needs and Disabilities Support Service (WISENDSS), Educational Psychologists and the Local Authority central SEND team to support continuous improvement, positive outcomes and effective use of specialist provision.
- Be a strong and enthusiastic advocate for change and champion school improvement; understanding what a barrier can be and how to overcome this.
- To deliver and model high-quality teaching; quality assure support staff intervention and delivery; provide expert advice and guidance to pupils, staff, families and partner agencies to secure positive academic, social and emotional outcomes for children and young people with SEND

KEY OUTCOMES & ACTIVITIES:

Leadership, Vision and Provision Development

- Lead, manage and develop the SEND Unit based on a clear and coherent vision of inclusion, ensuring a nurturing, inclusive and aspirational environment that recognises pupils’ strengths, needs and potential, equipping pupils with the life skills for future success.
- Use self-evaluation, monitoring and evidence-based practice to evaluate the effectiveness of provision and drive improvement in outcomes for pupils with SEND.
- Ensure the provision to meet need is reflected in the daily practice and interventions and that they meet statutory obligations and reflect best practice in line with the SEND Code of Practice and local authority expectations.

Quality of Education

- Plan, implement and review a well-sequenced, appropriately adapted and modified curriculum that enables pupils to make strong progress from their starting points and exceed National benchmarks wherever possible.
- Prepare high-quality, adapted and modified resources, or scaffold pupils effectively for success, meeting individual learning needs without lowering expectations.
- Provide high-quality teaching to individuals and groups, modelling inclusive strategies, personalised approaches and developing independence.
- Plan and deliver personalised support programmes – considering individual need, academic progress, communication, emotional wellbeing, independence and social development.



- Conduct accurate assessments of individual needs and monitor progress regularly to inform teaching, intervention and review. Review impact of teaching for the pupil groups rigorously assessing their development against their personal targets
- Ensure innovative and effective use of ICT, specialist equipment and responsive teaching techniques to engage, motivate and support learners.

Behaviour, Attitudes and Personal Development

- Create and maintain a safe, calm and structured learning environment that supports positive behaviour, emotional regulation and engagement in learning, developing a more independent learning attitude.
- Support pupils to develop confidence, independence, resilience and readiness for the next stage of education in line with their stage of development.
- Coordinate personalised transition arrangements, ensuring collaboration with ongoing destination.

Inclusion, Partnership and Multi-Agency Working

- Actively involve pupils and parents/carers as partners in decision-making, ensuring communication is clear, consistent and regular, supportive and outcome-focused.
- Contribute to the EHCP processes, including annual reviews, individual plans, pupil profiles and reports, ensuring targets are meaningful, measurable and regularly reviewed.
- Develop and maintain strong, effective working relationships with WISENDSS, the educational psychology service and a range of external professionals to ensure joined-up, timely and impactful support.
- Represent the provision in professional forums, contributing to shared practice and local authority priorities.

Leadership and Management of Staff

- Coordinate, deploy and manage support staff effectively to maximise impact on pupil outcomes.
- Promote a culture of professional development, reflection and accountability within the team.
- Manage sickness and absence for pupils, in accordance with attendance and absence management procedures, ensuring continuity and quality of provision.
- Coordinate, contribute to and deliver professional development opportunities for support staff to strengthen inclusive practice across the Academy.

Professional Responsibilities

- Engage fully in relevant in-service training to ensure professional knowledge remains current and effective.
- Undertake such other duties, appropriate to the postholder's expertise and experience, as required to support organisational priorities and the continuous improvement of SEND provision.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.



**Person Specification
Teacher in Charge – Oyster Park SEN Unit**

	Essential	Desirable
Qualifications / Training	<ul style="list-style-type: none"> • Qualified Teacher. • SEND qualification/committed to working towards. 	<ul style="list-style-type: none"> • Post graduate training in SEND/SEMH and/or ASD/ADHD. • Trauma informed practice. • Additional qualifications in education and/or related areas.
Skills and Experience	<ul style="list-style-type: none"> • A strong knowledge of a wide range of strategies relating to pupils with SEND. • A thorough and up-to-date knowledge of the EYFS Framework, National curriculum and current research which best supports pupils with SEND. • A thorough knowledge of the educational effects of SEMH/ASD/ SLCN/trauma and complex profiles, upon teaching and learning. • Use of responsive teaching to enhance achievement and holistic outcomes. • Use of assessment for baselining and measuring progress and setting outcomes • Experience of managing implementing provision outlined within Education, Health, Care Plans. • Current national legislation re OFSTED, education, SEND reforms, safeguarding and associated local initiatives and implications. • Evidence of strong teaching across the curriculum. • Effective teaching of pupils with SEND, including those with EHCPs. • Use of strategies for developing communication and language. • Ability to set and review individual pupil targets. • Experience of working with and coordinating the effective use of support staff. • Liaison with a range of agencies directly or indirectly involved with pupils with SEND. • Use of effective and innovative strategies to engage and work in partnership with all parents. • Understanding of change management and a champion for school improvement. 	<ul style="list-style-type: none"> • A working knowledge of more finely graded assessment and provision for pupils working at the early stage of understanding and development (e.g. B Squared, CERTs, engagement model). • Understanding of quality assurance processes. • Strong understanding of brain development, the impact of trauma and how to develop independent emotional regulation skills. • Direct experience of teaching pupils with SEND and tracking their progress both in class and through intervention. • Experience of leadership and management of staff, building and sustaining a positive and professional culture with staff wellbeing at the heart.
Beliefs, Values and Personal Qualities	<ul style="list-style-type: none"> • Effective interpersonal skills that build strong secure relationships with adults and young people. 	<ul style="list-style-type: none"> • Resilience, determination and qualities that allow the pupil to remain at the centre, focusing on positive ways forward when they



	<ul style="list-style-type: none">• Effective time and organisational management and ability to balance competing demands.• Innovative and reflective practitioner.• Solution-focused, positive and enthusiastic.• Ability to give advice and support to support staff and others working with pupils with SEND.• Ability to consistently and effectively plan lessons and sequences of lessons to meet pupils' learning needs, considering cognitive load and stage of development.• Build upon the strengths, interests and abilities of pupils.• Commitment to school improvement.• Commitment to effective liaison, teamwork and partnership working.• Commitment to personal, professional and service development.• Commitment to inclusion & equal opportunities.	<p>are struggling in the environment, or with their learning.</p> <ul style="list-style-type: none">• Positive handling training, or a willingness to undertake this (or equivalent training).
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