

St Barnabas Multi Academy Trust

Job Description

Title	SEND Teacher
Salary Grade	M1-M6 + SEND Allowance
Responsible to	Head of School, Assistant Head Teacher for Inclusion, Trust Inclusion Lead
Line Manager	Head of School/ Assistant Head Teacher
Important functional relationships	Internal: Head of School, School Leadership Team, Academy Finance/Admin Team, Trust Inclusion Lead Phase Leaders, School Administrative Assistant, school staff, Governors, pupils External: Parents, visitors to the school, external contractors.
Main Purpose of role	<p>Carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document and the school's own policy.</p> <p>Under the overall direction the Head of School will:</p> <ul style="list-style-type: none"> ● Follow the aims & values of the school. ● Follow the policies through which they are to be achieved. ● Be responsible for the standards and the curriculum for pupils in the class monitoring of progress towards achievement. ● To manage support staff. ● Work in partnership with parents.
Duties and responsibilities	<p>General Duties:</p> <ul style="list-style-type: none"> ● To support the Trust's "Bring it!" vision, fully participating in the life of the school, contributing to the Church of England ethos, and acting as a positive, professional role model at all times. ● To work across the Liskeard Hub as a strategic point of contact to support high-quality SEND provision, working closely with the Heads of School, School SENDCO, and Trust Inclusion Lead to implement educational initiatives.

- To demonstrate an absolute commitment to safeguarding by complying fully with all policies, procedures, and updates (including KCSIE) to promote pupil welfare.
- To responsibly maintain good order throughout the school by promoting the positive behaviour policy, accurately recording attendance, and logging all aspects of student behaviour and presentation as required.
- To actively support the Senior Leadership Team, teaching colleagues, and Learning Support Assistants, liaising effectively with outside agencies, including Educational Psychologists and Speech and Language Therapists.
- To take an active role in staff meetings, team meetings, and focused solution surgeries, attending and contributing to statutory annual reviews and EHC plan meetings, and disseminating relevant information to colleagues.
- To build positive relationships and communicate effectively with parents and families regarding both celebrations and concerns through written reports, parents' evenings, and informal discussions, while supporting the PTA's fundraising role when possible.
- To engage fully with Performance Management systems, collaborating with your reviewer to identify training opportunities aligned with the School Improvement Plan, and actively responding to feedback to improve practice.
- To implement the school's Equalities policies, maintain health and safety within your specific working area, and carry out any reasonable extra-curricular or professional duties requested by leadership.

Teaching and Learning:

- To take full class responsibility for the school resource base and provide a stimulating, dynamic, and well-organised learning environment with appropriate learning resources in line with the school classroom environment checklist.
- To plan highly tailored, bespoke learning programmes that leverage pupils' personal interests to successfully meet their specific educational and therapeutic needs.
- To prepare weekly and daily lesson plans using a range of

	<p>teaching and learning styles, consistently delivering high-quality, engaging lessons across the primary curriculum that meet the specific needs of learners and drive progress.</p> <ul style="list-style-type: none"> ● To provide a broad and balanced programme of learning that implements the National Curriculum Foundation Stage and the Cornwall Agreed Syllabus for Religious Education, differentiating the curriculum to meet individual Education, Health and Care Plan (EHCP) and Individual Education Plan (IEP) targets. ● To write and review IEPs for pupils on the SEN register (including Early Years Action and beyond), vulnerable children, and children with English as an Additional Language (EAL). ● To maintain a focus on raising standards of attainment by setting, monitoring, and evaluating appropriate targets for classes, groups, and individual pupils. ● To apply a secure understanding of the SEND Code of Practice, autism strategies, and academic or therapeutic interventions to effectively meet student needs. ● To implement the school's policies for marking, assessment, collection of evidence, moderation, and the regular, systematic recording of pupil data to track progress. ● To take responsibility for specialist equipment commensurate with the SEND teaching area, and to read, update, and respond to all individual risk assessments for the pupils directly in your care.
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Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Degree or relevant professional qualification. ● QTS. ● Record of recent and relevant in-service training. ● Willingness to further own professional development. 	<ul style="list-style-type: none"> ● SENDCO qualification ● NPQML/SL ● Specialist qualification related to SEND
Knowledge and Experience	<ul style="list-style-type: none"> ● Experience teaching children with SEND and complex needs ● Experience teaching across the primary ages ● Knowledge of the National 	<ul style="list-style-type: none"> ● Experience of assessment across all age phases of the willingness of the willingness to learn ● Experience of SEND

	<p>Curriculum/ Early YEarS foundation stage</p> <ul style="list-style-type: none"> ● A Commitment to Safeguarding 	<p>leadership within a setting</p>
<p>Skills & Abilities</p>	<ul style="list-style-type: none"> ● Experience of assessment across all age phases of the willingness to learn. ● Effective communication and organisational skills. ● Ability to prioritise, use initiative and good time management. ● Ability to plan for the use of additional adult support. ● Able to follow Trust curriculum systems; contributing to their design and development. ● High standard of presentation skills. ● IT literate with experience of a range of teaching aids. ● Aware of current primary educational initiatives and issues. 	<ul style="list-style-type: none"> ● Be able to support the ethos of an exciting learning environment
<p>Work-related personal qualities</p>	<ul style="list-style-type: none"> ● Actively seek to maintain and develop the Christian ethos of the school. ● Approachable, kind and empathetic to all members of the school community. ● A sense of humour. ● Ability to gain confidence and respect of the whole school community. ● Ability to assist in the effective management of change. ● Willingness to support strong links with parents, local governors, the Church and colleagues across the Trust. ● Health should be consistent with meeting the requirements of the post. 	<ul style="list-style-type: none"> ● A practising Christian

