

BELMONT SCHOOL

Responsibilities and Job Description

SEND Teacher for Stargazers SLD Specialist Provision

Main Pay Scale

As a Main Pay Range teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents, and to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher:

Class teacher

Reporting to: Assistant Headteacher for Inclusion / SENDCo

Objectives

- To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all pupils
- To ensure all pupils make expected progress from their starting points
- To ensure all pupils are safe, happy and secure
- To ensure high quality provision and education for pupils with severe learning difficulties and other SEND.

Skills and Abilities

- High level of personal organisation and the ability to prioritise and meet deadlines set out in the Annual diary plan plus any others that are set during the year.
- Ability to maintain an ordered, organised, creative, classroom environment which promotes inclusion and a love of learning
- Ability to manage pupils' behaviour positively and effectively using Belmont Goals and Beliefs.
- Ability to show sensitivity, respect and confidentiality when working with all in the school team.
- To provide intimate and personal care for pupils with SEND who are still developing their self-care skills.

Key Tasks

1. Knowledge & Understanding

- 1.1 To meet the requirements of the National Standards for Qualified Teacher Status
- 1.2 To have up to date knowledge of the National Curriculum, including the teaching of Phonics and the Early Years Foundation Stage Curriculum
- 1.3 To take responsibility for implementing school policies and procedures, including those relating to Equal Opportunities and Safeguarding

2. Planning, teaching and classroom management

- 2.1 To plan for children's differentiated learning within the school's planning framework using a variety of approaches and strategies.

- 2.2 To maintain good order and discipline and a positive approach to the management of behaviour in keeping with the ethos promoted in the schools policy on positive behaviour.
- 2.3 To ensure that positive, trusting and supportive working relationships between pupils and colleagues are maintained.
- 2.4 To manage, motivate, develop and support staff with the aim of effective delivery of the curriculum to pupils.
- 2.5 To maintain an organised learning environment suitable to the learning needs of the pupils and to contribute to displays across the school.
- 2.6 To maintain and develop appropriate and adequate resources for teaching.
- 2.7 To ensure the health and safety of staff and pupils in accordance with school practice and policy.
- 2.8 To provide ongoing assessment of pupil's progress in line with the procedures and practice as described within the policy for Assessment, Reporting and Recording.
- 2.9 To maintain a high quality of teaching by ensuring consistent monitoring and evaluation of own practice.
- 2.10 To provide reports on pupil's progress as required by school leadership, which meet both statutory and school requirements
- 2.11 To be a positive role model for the pupils you teach through your presentation and your personal conduct

3. Wider Professional Effectiveness

- 3.1 To take responsibility for your own professional development including following Performance Management (Appraisal) procedures
- 3.2 To attend training, in and out of school, as directed by the Headteacher
- 3.3 To lead and manage a curriculum area (not applicable to NQTs)
- 3.4 To have a positive approach to involving parents and carers in their child's education.
- 3.5 To provide parents and others with detailed information about their child's progress as required.
- 3.6 To engage parents in partnerships that will enhance the pupils' cognitive, emotional and social development.
- 3.7 To liaise with parents, carers and support services as appropriate and in consultation with the Headteacher.
- 3.8 To work in partnership with school based support services such as therapists.

This job description has been written in accordance with the National Standards for Qualified Teacher Status (2012) and the current School Teachers' Pay & Conditions Document.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced DBS check and other relevant safeguarding checks.

Signed:

Date:

Reviewed annually

**Person Specification
SEND Teacher**

| | Essential | Desirable |
|------------------------------------|---|---|
| Qualifications | <p>Qualified Teacher status. Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).</p> | <p>Evidence of further relevant study and additional qualifications within a relevant field of study.</p> |
| Experience | <p>Successful experience of teaching.</p> <p>Proven record of raising attainment.</p> <p>Experience of promoting positive behaviour conducive to learning and which is focused on raising standards.</p> <p>Experience of working with children with special educational needs such as severe learning disabilities and/ or with children in the early years of education.</p> | <p>Experience of leading a curriculum area and delivering a highly differentiated curriculum. Experience of working within a multidisciplinary setting. Providing extracurricular activity for children experience of effectively working with children who have special educational needs.</p> |
| Knowledge and Understanding | <p>Knowledge and understanding of how to support SEND children across the Primary age range. Good ICT skills and knowledge of how to use ICT to support children’s learning. An understanding of safeguarding and child protection issues and the ability to create a safe environment in which children can thrive. An understanding of the value of inclusive practice for the development of children with learning difficulties. An understanding of the value of working partnerships with parents and carers including the support to learning in the home environment. Knowledge and understanding of how to plan child-centred learning using education health and care plans (EHCPs)</p> | <p>Knowledge of the National Curriculum and Early Years Foundation Stage and its application to children with severe and complex learning difficulties including autism. An understanding of different forms of assessment for pupils with SLD including the Engagement Model. Coordination of a national curriculum subject area. Developing school wide Cross curricular learning and teaching.</p> |
| Skills | <p>Ability to use, differentiate and evaluate distinctive teaching approaches to engage and support pupils including those with special educational needs in the delivery of good and outstanding teaching. Ability to set high expectations which inspire, motivate and challenge pupils. Ability to develop effective professional relationships with colleagues and experience of leading, supporting and developing support staff. Ability to work to deadlines. Ability to recognise the signs and symptoms of stress in self and others and to respond appropriately. Ability to manage behaviour effectively to ensure a good and safe learning environment. Ability to take responsibility for improving teaching skills through self-reflection, responding to advice and feedback from colleagues and</p> | <p>Development of Learning Improvement Plans Understanding of accounting for progress and attainment at ‘progress meetings’. Able to deliver assemblies and presentations.</p> |

| | | |
|---------------------------------|--|--|
| | <p>appropriate professional development.</p> <p>Ability to support colleagues using a coaching and mentoring approach.</p> | |
| Personal Characteristics | <p>Understanding of the difficulties of teaching high needs pupils.</p> <p>Sensitivity to the aspirations, needs and self-esteem of others.</p> <p>Commitment to team working.</p> <p>Willingness to address challenging issues with clarity of purpose and diplomacy.</p> <p>An inspirational person who will Inspire, challenge, motivate and empower others to carry the school's vision forward; Model the values and vision of the School.</p> <p>Approachable.</p> <p>Able to be flexible and show initiative.</p> <p>Enthusiastic and motivational.</p> <p>Evidence of showing resilience and a positive attitude even when under pressure.</p> <p>Evidence of the ability to show sensitivity, respect, empathy and confidentiality when working with all school community.</p> <p>Well-organised and able to prioritise</p> | <p>Willingness to share expertise, skills and knowledge.</p> |