

Blessed Hugh Faringdon Catholic School JOB DESCRIPTION

POST HELD

SEND Teacher

RESPONSIBLE FOR

Effective planning and delivery of lessons, small group and individual interventions. Supervision of the work of teaching assistants (TAs) where assigned to support the teachers' lessons. Completing the Exam Access Arrangements for relevant students and submitting supporting evidence to exam boards.

PURPOSE OF THE JOB

Teaching young people with SEND across the Learning Support Department, and the ASD Resource. The role will require planning, resourcing, delivering and coordinating lessons and the curriculum for young people who have a range of additional learning needs, and who may not be able to access elements of the core mainstream curriculum. You will need to be committed to ensuring the young people make good progress, and encourage learners to reach their potential through engaging, creative and stimulating teaching.

FUNCTIONS AND DUTIES

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the current Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner as a result of the demands of the post.

PARTICULAR DUTIES

Under the overall direction of the Headteacher.

KEY FUNCTIONS

The post holder will:

- Be responsible for the learning and achievement of all students in the classes/groups assigned ensuring equality of opportunity for all.
- Be responsible and accountable for students achieving the highest possible standards in work and conduct.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of students.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- To complete the Exam Access Arrangements across the school (training provided if required)

Teaching

- Teach students across the Learning Support Department and the Autism Resource
- Plan, resource and deliver the curriculum as relevant to the age and ability group/subject/s that you teach making adjustments, as needed. Teaching will include, but is not restricted to, Key Stage 3 groups, Functional English and Maths, and the AQA Unit Award Scheme at KS4.
- Be responsible for the preparation and development of teaching materials taking into account student needs as outlined in EHCPs, annual reviews and the outcomes of any professional assessments of the student.
- Be accountable for the attainment, progress and outcomes of students you teach.
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn.
- Have a clear understanding of the needs of all students, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support the students assigned.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure students' progress.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part, in the development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document if the need arises.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate in arrangements made in accordance with the Appraisal Regulations

Other Professional Requirements

- Establish effective working relationships with a) students, b) parents c) professional colleagues.
- Set a good example to the students through personal presentation, professional conduct.
- Make a positive contribution to the wider life and ethos of the school
- Support and carry out policies and practices to promote positive student behaviour, in line with the whole school approach and support the "Behaviour for Learning" programme.
- Take responsibility for personal professional development, including knowledge of school policies and procedures.
- Liaise effectively and sensitively with students and parents.
- Ensure compliance with all statutory Health and Safety requirements.
- To undertake other duties as the Headteacher may reasonably direct.

The responsibilities outlined above do not form an exhaustive list and may be subject to modification at any time at the reasonable discretion of the Headteacher/Assistant Headteacher in consultation with the postholder.

This post is subject to Level 1 Health and Safety Training

Person Specification

Key:

E = Essential

D= Desirable

A	Qualifications, knowledge and experience	E/D
A1	Qualified Teacher Status	E
A2	Experience of teaching students with a range of SEND	D
A3	Experience of delivering Entry Level English and Maths, and AQA Unit Award Scheme	D
A4	Evidence of commitment to and the knowledge and experience of promoting the welfare and safeguarding of learners	E
A5	A willingness to learn and use new skills in order to meet the needs of young people with communication and other difficulties	E
A6	Exam Access Qualification (training provided if required)	D
B	Teaching and learning	
B1	Experience of successfully using assessment data, recording and reporting systems to drive progress and attainment	E
B2	Working knowledge of the Key stage 3 and 4 curricula for English and Maths	E
B3	Working knowledge of other Key Stage 3 and 4 curricula.	D
B4	Working knowledge of the Key Stage 2 curriculum for English and Maths	D
B5	Evidence of being driven by a learner-focussed approach which provides equal opportunities in access to learning	E
B6	A creative and effective classroom teacher, who can make learning relevant and fun	E
C	Leading and managing others	
C1	Demonstrate a commitment to continually updating their knowledge of education/special education and to their own on-going personal and professional development	E
D	Accountability	
D1	Ability to develop effective relationships with parents/carers to ensure they are well informed about the progress and attainment of their learners	E
D2	Ability to contribute to and actively support the overall vision, mission and key priorities of the School	E
E	Personal Attributes	
E1	Ability to work collaboratively with other agencies and professionals to support the holistic development of individual learners	E
E2	Excellent interpersonal skills including the ability to listen to, understand and work with a wide range of audiences	E
E3	Excellent communication skills, both oral and written	E
E4	A warm, friendly and approachable personal style	E
E5	Ability to support an open and transparent culture, acknowledge differences and overcoming potential barriers	E

E6	Ability to work on own initiative and anticipate and manage priorities and deadlines	E
E7	Demonstrate a high level of commitment to safeguarding, inclusion and equality in all aspects of school life	E