

HESTON COMMUNITY SCHOOL
JOB DESCRIPTION: TEACHER OF SEND

Post Title:	Teacher of SEND
Overall responsibility:	Develop and deliver appropriate curriculum for the diverse needs of SEND students
Reporting to:	Head of Inclusion
Liaising with:	All staff and parents/carers
Disclosure Level:	Enhanced
Salary/Grade:	MPS / UPS + SEN Min Allowance

Key tasks and accountabilities will include the following:

Strategic Purpose

The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document.

Operational Responsibilities

- Plan, prepare and deliver high quality lessons differentiated to meet the individual needs and abilities of students in the group
- Create a positive nurturing environment within a small class setting for vulnerable students
- Deliver a curriculum relevant to the ability of the students working alongside the SENCo, Inclusion Managers and Curriculum Leads
- Accurately assess and provide appropriate feedback in line with whole school policy, reporting on progress
- Be a proactive member of the Inclusion Team, working in collaboration with the other SEN, EAL, HI, School Counsellor and external specialists
- Be an advocate for all SEN and EAL students and foster a clear vision for inclusive education
- Develop Inclusion Support Plans (ISP) for students termly and set appropriate goals with the EHC plan, specialist reports, SENCo and subject teachers
- Develop and adapt conventional teaching methods to meet the individual needs of students when supporting in classrooms
- Use special equipment, resources, and facilities, such as audiovisual materials and technology that might improve access to learning
- Collaborate with the class and subject teachers termly to define appropriate support resources and assist with the planning for the student in relation to the curriculum.
- Assess and screen students who may display learning difficulties and liaise with colleagues to identify individual students' special needs with appropriate initial assessments in school
- Support and carry out whole school annual screening where required and manage data with the SENCo
- Support Reading Recovery initiatives in school
- Liaise with other professionals, such as educational psychologists, speech and language therapists and physiotherapists and support their visit times at school, including scheduling rooms and session timings and communication to staff
- Work closely with parents, guardians, Form Tutors and teachers to ensure communication is timely and clear regarding student progress or support initiatives
- Carry out administrative tasks, including updating and maintaining records of students' progress including data tracking, ISPs, and personal information on a weekly basis
- Attend external trainings and workshops, keeping abreast of developments regarding inclusion and offer to give in-service training on SEN and inclusive practices
- Ensure that your own personal knowledge of SEN and inclusion is kept up to date with evidence of regular participation or engagement of SEN and inclusion information/reports
- Engage in local forums related to inclusion and SEN and actively promote this across the school
- Manage and support behavioural and emotional strategies with subject and class teachers, providing advice and support to staff
- Report daily to the SENCo on all matters relating to student support and attend all requested meetings by the SENCo.

Assessment, Recording and Reporting

- Keep appropriate records of students' work
- Mark and return work set, including homework within an agreed and reasonable time
- Use the School's Marking Policy at all times
- Carry out assessment programmes, as agreed by the School or Curriculum Area
- Complete Student Reports in line with School Policy

- Attend Parents' Evenings as required and keep parents/carers informed about their child's performance and future targets

Tutor Role

- Undertake responsibility for a Tutor Group
- Monitor and set targets for the social and academic progress of all students in the Tutor Group
- Endeavour to build up a good relationship with the students in the Tutor Group so that they will look to you for support and advice
- Report issues of concern to the appropriate senior staff
- Maintain an accurate register of attendance and do everything possible to encourage good attendance

Additional Responsibilities

- Promote the School ethos in which the highest achievements are expected from all members of the School community
- Adhere at all times to the professional business standards of dress, courtesy and efficiency in line with the ethos of the School
- Attend Staff, Curriculum, Year Group and other School meetings
- Attend and participate in Open Evenings
- Uphold the School's behaviour code and uniform regulations
- Be responsible for ensuring subject knowledge is developed and participate in staff training and development

Key Organisational Objectives

To contribute to the School by:

- Following Health and Safety requirements and initiatives, as directed
- Ensuring compliance with Data Protection legislation
- Operating at all times within the School's Equalities Policies, demonstrating commitment and contribution to improving standards and attainment
- Contributing to the maintenance of a caring and stimulating environment for young people

Performance Management and Professional Development

The teacher will be part of the School's Performance Management Scheme. S/he will have a Line Manager who will set agreed targets for the year. The Line Manager will monitor and review performance, including classroom teaching. The School will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the School's Policy in respect of Child Protection matters.

S/he will be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.

In particular, attention is drawn to the new requirements for Planning Preparation and Assessment Time - *'With effect from September 1st 2005, all teachers at a school with timetabled teaching commitments.....have a contractual entitlement to guaranteed PPA time within the timetabled teaching day'.*

'The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time.'

The postholder may be required to perform any other reasonable tasks, after consultation.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

All staff members participate in the School's Performance Management Scheme.

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1964 [Exemptions] Order 1975, as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

The post allows substantial access to children. Candidates are required to comply with School procedures in relation to DBS checks.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the School's Equalities Policies.

PERSON SPECIFICATION

		Essential	Desirable	Evidence
Qualifications and Experience				
1	Educated to degree level or equivalent	✓		A
2	Qualified teacher status.	✓		A
3	Experience of high-quality teaching to students of all ages and abilities	✓		A, R, I
4	Experience of teaching/supporting SEN students.		✓	A, I
5	Experience of teaching English Language and English Literature to GCSE	✓		R, I
6	Evidence of updating professional skills	✓		A
7	Collaborating with colleagues in the preparation, assessment and monitoring of student work	✓		R, I
8	Knowledge and understanding of Safeguarding practice	✓		A, I
9	Successful experience of teaching students across a broad range of the attainment spectrum.	✓		R, I
10	Understanding of the SEN Code of Practice	✓		A, R, I
Skills				
11	Establish a safe and stimulating environment for students, rooted in mutual respect	✓		A, I
12	Set targets that stretch and challenge students of all backgrounds and abilities	✓		A, I
13	Excellent communication and organisational skills	✓		R, I
14	Ability to work hard under pressure while maintaining a positive, professional attitude	✓		R, I
15	Ability to organise and prioritise workload and work on own initiative	✓		R, I
16	Excellent personal, oral and written presentation skills	✓		A, R, I
Personal Attributes and Behaviours				
17	Adaptability and flexibility to changing circumstances and new ideas	✓		R, I
18	A belief that schools have a responsibility to prepare students for their lives - not just for exams	✓		R, I
19	Creative, courageous and resilient	✓		R, I
20	Ability to respond positively to feedback	✓		R, I
21	Ability to work under pressure and to meet deadlines	✓		A, R, I
22	Willing to take responsibility and ownership	✓		A, R, I
23	Team player	✓		R, I
Ability to Fulfil Wider Professional Responsibilities				
24	Willingness to make a positive contribution to the wider life and ethos of the School	✓		R, I
25	Ability to develop effective professional relationships with colleagues, students and parents	✓		R, I

Key to Evidence: *A* = *Application*

I = *Interview*

R = *References*