**Newham Community Learning Job description and person specification:**

**Teacher of children with Special Educational Needs**

**This job description and person specification applies to this role at Selwyn Primary School and Portway Primary School.**

**SECTION A – JOB DESCRIPTION – SEND Teacher**

**Grade:** MPS (Inner London) + Recruitment and Retention Point

**Based at:** Portway Primary School

**Reports to:** SLT / Head Teacher

**Supervision of:** Children with Special Educational Needs

**Other requirements**: This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

**PROTECTING OUR CHILDREN - SAFEGUARDING**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of ‘*it could happen here*’ where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

**PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY**

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

**EQUAL OPPORTUNITIES**

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

**PURPOSE OF JOB**

* To meet standards for teachers including demonstrating high quality teaching, modelling and demonstration of lessons, and within this role to act as a member of the Inclusion Team.
* To teach children with a range of special educational needs either individually or in small groups. This will require secure knowledge of effective approaches to teaching and learning for SEND children; identification of all levels of need, planning, modelling, delivering and reviewing appropriate and effective interventions, which ensure maximum curricular access and progression.
* To work proactively with the head teacher and other staff to promote the achievement of SEND children and to do this in a way which fosters partnership working and successful transition between settings.
* In collaboration with the SENCO, to manage support staff (Teaching Assistants and Communication Support Workers). This will include timetabling, provision mapping, prioritising work with pupils, staff appraisal and CPD.
* In collaboration with the Inclusion Team, to support mainstream teachers with effective planning and assessment of SEND children.
* To liaise with parents and other agencies, such as the medical profession, social workers, speech and language therapists, occupational therapists and educational psychologists.
* To develop and implement the school’s action plan for Inclusion, in line with the school policies and development plan. To work flexibly within the Inclusion team to further develop the school’s ethos.

**GENERIC RESPONSIBILITIES**

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To undertake all responsibilities listed below as required:

**Sustained Responsibility for delivering High Quality Teaching & Learning**

* To assist with the implementation of the School’s Inclusion Policy
* To ensure that appropriate, consistent support is given to those children identified as having special educational needs
* To promote awareness of special educational needs and disability
* To ensure staff are provided with clear guidance on what steps they should follow when SEN are identified and what their curriculum responsibilities are in such cases
* To advise others through modelling best practice when working with SEND pupils and provide professional direction or support to colleagues, support staff and parents/carers to improve their practice.
* To work with other professionals to develop and review Support Plans for pupils, involving pupils, parents/carers in the process
* To facilitate Annual Reviews for SEND pupils and to provide the necessary paperwork to the Local Authority
* To attend meetings, including multidisciplinary assessments, case conferences, appointments and reviews to support effective multi-agency working
* To make sure that innovative and appropriate approaches to learning are made available to students with specific learning needs. e.g., hearing impairment, ASD
* To maintain an effective assessment, recording and reporting system of pupil progress and use the information gained from assessments; from parents/carers and advice from specialist professionals to set targets, plan and deliver teaching approaches that ensure SEND pupils make good or better progress.
* To take responsibility for improving practice through continued personal professional development and to actively maintain and develop up to date knowledge and skills in the field of SEND.

**Working with external agencies**

* Networking with LA services and other agencies who are committed to assisting with the learning needs of children with SEN (including the hearing impaired)
* Developing initiatives to outreach to the community
* Networking with other schools in Newham and other Boroughs to share best practice

**Management**

* In collaboration with the Inclusion Team, regularly monitor and review the effectiveness of support provided for SEND pupils.

**Requires the exercise of professional skills and judgement**

* To interpret and oversee data entry
* To communicate effectively with parents, governors and external agencies
* To take responsibility for own professional development
* To inform decision making by research and appropriate consultation
* To support other post holders/school managers in professional duties
* Flexibility in adapting strategies to needs of others
* Drawing critically on ideas and experience in the wider community and adapt to needs of school

**Impact on educational progress beyond assigned pupils**

* To identify targets for pupil achievement and evaluate progress and achievement
* To ensure that agreed pupil targets are achieved or exceeded
* To convey findings appropriately
* To ensure appropriate systems in place for assessment and target setting
* To interrogate data to identify trends in pupil performance and issues for development
* To define, evaluate and report on intervention strategies used to address issues
* To provide guidance on appropriate teaching strategies for identified pupils
* To work with SENCO and others to ensure appropriate IEPS prepared
* To report regularly and appropriately to senior staff and governors about pupil progress
* To identify underachievement and raises concerns
* To monitor and enhance planning
* To monitor and evaluate targets
* Encourage pupil motivation and enjoyment in subject area, developing positive responses to challenge and high expectations
* To review and plan action for improvement from lesson observations, leading, developing and enhancing the teaching practice of others.

**Leading, developing and enhancing the teaching practice of others**

* To consistently teach good or better lessons across the curriculum
* To demonstrate effective practice through demonstration lessons and shared planning
* To monitor and evaluate the planning of other teachers providing constructive and developmental feedback on a regular basis
* In discussion and through audit to identify development needs
* To contribute to the professional development of others
* To identify**,** promote and model innovative and effective teaching strategies to meet the needs of all pupils
* Demonstrate the capacity to establish and maintain an effective team through negotiation, positive relationships, effective communication, appropriate delegation and monitoring of outcomes
* To ensure that feedback from lesson observations, work scrutiny and analysis of assessment data is appropriately reflected in teacher planning
* To ensure appropriate induction

**SECTION B – PERSON SPECIFICATION**

| **QUALIFICATIONS:**  Certificates required | Qualified Teacher Status (QTS).  SEND (qualifications here give access to 1 SEN point. Any entrant to the service awarded 1 SEN point should demonstrate commitment to obtaining such qualifications). |
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| **EXPERIENCE:**  Application form/interview | a) Experience of working in an inner-city multicultural community (desirable)  b) Minimum of two years’ experience working in a Primary School (essential)  c) Ability to demonstrate effective teaching methods for SEND pupils  e) Able to demonstrate successful experience of educating a variety of pupils with Special Needs (essential)  f) Able to demonstrate experience of dealing sympathetically and constructively with parents and the community (essential)  g) Evidence of comprehensive professional development, including specialist training courses |
| **PERSONAL STYLE AND BEHAVIOUR:**  Application form/interview | a) Is able to set and meet realistic targets for self and others (essential)  b) Is able to appraise own performance critically and meet changes accordingly (essential)  c) Is able to manage stressful situations and withstand pressures and ongoing challenges (essential)  d) Is able to lead by example and draw upon own resources to problem solve (essential)  e) Ability to develop and sustain effective partnerships, both within the school community and more broadly  f) Excellent interpersonal skills |
| **KNOWLEDGE AND UNDERSTANDING:**  Application form/interview | a) Sound knowledge of primary and early years curriculum (essential)  b) Up to date knowledge and implementation of effective teaching and learning strategies including assessment for learning (essential)  c) Up to date knowledge and experience of teaching SEN children  d) Competent use of IT systems and processes across the curriculum |
| **EQUAL OPPORTUNITIES:**  Application form/interview | a) Has understanding of and a commitment to the promotion of equal opportunities (essential)  b) Has commitment to the inclusion of all pupils into mainstream education (essential)  c) Has understanding of and commitment to EMA (Ethnic Minority Achievement) (essential) |