**At Richmond Hill we strive to ‘Grow independence, build communication and believe that we can achieve our personal goals’**

**Job role: SEN Teacher**

We have three developmental pathways at Richmond Hill which we call Roots Shoots and leaves. As an SEN teacher at RHS you will have responsibility for running your own class within one of the 3 pathways.

You will be supported by a team of teaching assistants, two TA1’s and 1 TA3

Please read our attached rationale for each pathway so that you have a clear understanding of the special needs and developmental age of our learners

I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to any reasonable request made by the Headteacher or Governors.

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|  | **Print Name** | **Signature** | **Date** |
| **Head Teacher** |  |  |  |
| **Line Manager** |  |  |  |
| **Employee** |  |  |  |

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| --- | --- |
| **GRADE:** | MPS |
| **REPORTS TO:** | Line manager tbd |

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| **JOB PURPOSE:**  **Strategic Development**   * To implement policies for your pathway area which reflects the school’s commitment to high achievement and which are consistent with national strategies and policies * To develop short, medium and long term Teaching and Learning plans for your class * To actively participate in whole school self-evaluation and contribute to a working party as part of the school improvement plan * Effective use of resources to support improving standards of learning and achievement for all pupils in your class. * To contribute to, and promote, the vision, culture and ethos of the school within your class * To monitor attendance, behavior and safeguarding of pupils in your class in line with the relevant policy |

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| **MAIN ACCOUNTABILITIES:**   * Managing the health, safety and welfare of all pupils within your class, ensuring that any issues identified are bought to the attention of your pathway lead. * Taking responsibility for dealing with parental concerns within your class and informing, or referring them on to an appropriate member of SLT or your pathway lead * To raise and feedback on safeguarding issues within your class to pathway lead and safeguarding lead. * To complete and follow up on all class Cpoms recorded by your class team and ensure that the relevant DSL’s are aware. * To ensure policy and procedure in relation to intimate care and toilet training are consistently implemented in your class * Support the transition and admission of pupils into your class * To lead and contribute to EHCP reviews for pupils in your class * Take a lead in securing and embedding, within your class, the pastoral support systems present in the school including attendance, SMSC and behaviour expectations * To implement our curriculum for your learners in your class with support from the pathway lead   **Teaching, Learning and Assessment**   * To secure and sustain effective teaching and learning in your classroom * Monitor pupil performance/progress within your class, in partnership with Assessment lead, and produce findings, reports and recommendations for the pathway Lead. * Promote a creative and collaborative working environment * Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range within your classes * Be responsible for the organisation, planning and evaluation your lessons and ensuring that they meet the needs of all learners   **Managing and Development of Staff**   * To be responsible for the development of all staff within your class. * Create, maintain and enhance effective relationships * Carry out appraisals for all staff in your class team, or delegate as appropriate * Conduct return to work interviews as part of the absence management process * Coach and mentor staff within your class with support. * Manage effectively the transition of pupils to and from your phase and within it * Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication * A lead in sourcing the knowledge and professional development needed to upskill staff * Co-ordinate assemblies, when necessary  Co-ordinate the engagement of students within the decision-making processes of the school, through organised student class reps and school council * To liaise with the therapy team to ensure a holistic approach to learning is accounted for.   **Working with Parents and the Wider Community**   * Actively seek opportunities to develop effective relationships with the Community in order to extend the pathway and enhance teaching and learning * Create and maintain an effective partnership with parents support and improve pupil’s achievement and personal development * Ensure that parents and pupils are well-informed about all relevant matters; * Play a significant role in making explicit to staff, pupils, parents and the wider community the school’s high expectations in all areas for all pupils |

**Safeguarding Children**

**CONTEXT:**

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment’.

**PERSON SPECIFICATION**

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|  | **Essential Criteria** | **Desirable Criteria** |
| Relevant Experience | * Teaching for at least 2 years in a Primary setting * To have a working understanding of early years pedagogy and classroom management skills * Has experience of planning, assessing and implementation of plans in an early years setting and at KS1 | * Working with children with Special Educational Needs and / or vulnerable groups within a special school. * Working with SEN children within a mainstream setting |
| Skills and Abilities | * Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies) * Able to use IT * Able to work as part of, and contribute to, whole-school, multi-disciplinary teams * Able to identify the necessary resources which ensure high quality teaching and learning * Able to effectively plan and deliver high quality lessons * Able to converse with ease with a variety of stakeholders and provide effective help or advice in accurate and fluent spoken English | * Able to demonstrate effective working with others and managing teams * Pathway specific subject specialist training or experience in Pre, semi or formal pathway development |
| Equality Issues | * Demonstrate commitment to inclusive teaching and learning * Aware of the effective of discrimination on pupils, parents, colleagues and policy |  |
| Specialist Knowledge | * Demonstrate knowledge and understanding of children with SLD and ASD * Knowledge of behaviour management techniques and the impact of high quality teaching and learning on behaviour | * Specialist qualifications i.e Team Teach |
| Education and Training | * Qualified Teacher Status * Evidence of on-going CPD * Knowledge of child protection and safeguarding issues | * Specialist qualifications in relation to SEND * Evidence of successful performance management * DSL training |