******THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**Fox Grove School**

***‘Helping children ACHIEVE as much as they possibly can and to FLOURISH in adult life’***

**JOB PROFILE – Classroom Teacher with SEN**

|  |  |
| --- | --- |
| **Job Title:** | SEN Teacher- **EYFS** |
| **Job Purpose:** | * To provide inspirational, high quality Teaching and Learning that supports pupils to make progress * To create a motivating and engaging learning environment which supports and develops all areas of the EYFS curriculum. * To provide the right universal and targeted support to ensure pupils progress both academically and within their EHCP outcomes * To work as part of a team and participate in activities that support the improvement priorities of the school * To maintain consistently the Teacher Standards |
| **Key accountabilities** |  |
| * Role model Fox Grove School’s vision and values * Promote the safety and well-being of pupils, staff and families * Set ambitious targets and high expectations to enable pupils to achieve in all areas of their school day * Plan and teach well-structured lessons and activities, following the school’s plans, curriculum and schemes of work * Ensure that teaching approaches, universal and targeted supports are adapted appropriately to meet the specific needs of the pupils in your classes * Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment | |
| **Subject Specific Information** | |
| **Whole-school organisation, strategy and development**   * Lead an area of curriculum / EHCP outcomes as identified and support others to ensure they are appropriately implementing your vision and aims (NQTs may shadow these activities) * Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision * Make a positive contribution to the wider life and ethos of the school * Lead a weekly class meeting ensuring that the wider class team are fully appraised of appropriate information linked to wider school issues and to ensure pupils targets are being worked on by the whole team * Lead assemblies and shared celebration sessions as identified * Contribute to the school’s self-evaluation cycle through engagement and production of reports as requested * Plan effectively using action plans to support the wider school development plan and deploy resources and budgets that are delegated to you   **Professional development**   * Take part in further training, development and appraisals in order to improve own teaching and implement new learning in classroom practice this may include attending weekly staff development sessions * Engage in regular self-evaluation activities to improve and maintain high standards in teaching through the use of and engagement with coaching and IRIS technology * Contribute to the wider professional development of others in sharing best practice and information gleaned through training   **Communication**   * Communicate effectively with pupils, parents and carers * Maintain the school values in all areas of communication both internally and externally   **Working with colleagues and other relevant professionals**   * Collaborate and work with colleagues and other relevant professionals within and beyond the school * Develop effective professional relationships with colleagues * Utilise the support and guidance provided by the wider team to ensure pupil needs are met   **Personal and professional conduct**   * Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school * Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality * Understand and act within the statutory frameworks setting out their professional duties and responsibilities * Follow the code of conduct   **Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.** | |

|  |
| --- |
| **Additional Information** |
| * For more information about West Hill please see: [www.foxgroveschool.co.uk](http://www.foxgroveschool.co.uk) * For more information about The Howard Partnership Trust see: [www.thehowardpartnership.org](http://www.thehowardpartnership.org) |

**THE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**PERSON SPECIFICATION – SUBJECT TEACHER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject | ✓ |  | Application |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject / EHCP specialism | ✓ |  | Application / Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment | ✓ |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |