



## Job Advert - Teacher for our Special Needs Support Centre

**St Matthew's is looking for an enthusiastic teacher to join our dedicated team.**

<b>Start date:</b>	1 <sup>st</sup> September 2024
<b>Closing date:</b>	Wednesday 3 <sup>rd</sup> July (midday)
<b>Interview date:</b>	Tuesday 9 <sup>th</sup> July
<b>Salary:</b>	MPS/UPS ( <b>plus SEN allowance</b> ) Suitable for ECTs

**Come and be part of our diverse and inclusive church school. The successful applicant will be part of a supportive and dedicated SEND team and teach a class of 16 pupils from Yr3-6. Our KS2 SEND centre is very much part of our school and the teacher has close links with mainstream classes and is appraised and supported by the SENDCo. Please arrange a visit to see the class and discuss the role with our Head of School.**

### At St Matthew's:

- We are committed to high quality teaching and to excellent professional development opportunities for all our staff
- We have a resilient staff team from a wide range of backgrounds and experiences who work closely together to secure the best outcomes for our children

### The successful applicant will:

- Be an excellent teacher who inspires and motivates pupils, parents and colleagues
- Have the drive and ability to secure excellent rates of progress & attainment for all children
- Have experience of teaching children with SEND, in particular autism spectrum disorders (ASD)
- Develop a strong partnership with parents, other professionals and the wider community
- Contribute to the wider life of our church school
- Be a hardworking team member, committed to making a difference to children

### If interested in joining our hard-working team, we can offer you:

- A well-resourced school set in extensive grounds
- Support and development from the SDBE MAT including a generous staff benefits scheme
- A school committed to wider education including a full extra-curricular programme
- Coaching and bespoke CPD opportunities

Thank you for your interest in this vacancy. We would be delighted to hear from you, arrange a visit to show you around our school, or simply have an informal discussion.

Applicants are expected to be sympathetic to the Christian ethos of the school.

St Matthew's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All appointments are subject to a satisfactory enhanced DBS check and references.

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An Academy within the

**Southwark Diocesan  
Board of Education  
Multi-Academy Trust**



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## Job Description - KS2 Special Needs Support Centre Teacher

<b>Job Purpose</b>	<p>To provide effective high-quality teaching and learning for pupils with EHCPs and an ASD diagnosis.</p> <p>To lead high quality teaching and learning in a curriculum subject area across whole school.</p>
<b>To whom the post holder reports</b>	<p>The post holder is responsible to the Headteacher in all matters</p>
<b>Duties and responsibilities specific to the post</b>	<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Set high expectations which inspire, motivate and challenge pupils</li> <li>• Have a full-time teaching commitment that promotes good progress and outcomes by all pupils</li> <li>• Demonstrate good subject and curriculum knowledge</li> <li>• Plan and teach well-structured lessons</li> <li>• Adapt teaching to respond to the strengths and needs of a diverse range of pupils' needs</li> <li>• To provide quality feedback to pupils</li> <li>• Make accurate and productive use of assessment</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Plan effectively to meet the needs of pupils with Special Educational Needs including working with teaching assistants</li> <li>• In liaison with the SENDCO, implement, monitor and review effective provision</li> <li>• Take appropriate account of ethnic and cultural diversity to enrich the curriculum, secure pupils engagement and raise achievement</li> <li>• Fulfil wider professional responsibilities to make a positive contribution to the wider life and ethos of the school</li> </ul> <p><b>Classroom management:</b></p> <ul style="list-style-type: none"> <li>• Secure a high standard of pupil behaviour in the classroom through establishing appropriate rules and high expectations of discipline in line with the behaviour policy of the school</li> <li>• Where applicable, deploy other adults effectively in the centre classroom and, as appropriate to mainstream classes, to support inclusion of pupils</li> <li>• Work as a member of a team, planning co-operatively, contributing and sharing information, ideas and expertise</li> <li>• Liaise effectively with pupils' parents through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress</li> </ul> <p><b>Resource Management:</b></p> <ul style="list-style-type: none"> <li>• Organise and maintain a stimulating and purposeful working environment</li> </ul>

<b>General Duties of all teaching staff</b>	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.</p> <p>In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> <li>• School policies and guidelines on the curriculum and school organisation Teachers' Standards SEN Code of Practice</li> <li>• National Curriculum 2014</li> <li>• Keeping Children Safe in Education</li> <li>• School Safeguarding policy and procedures</li> </ul>
<b>Other Duties</b>	<ul style="list-style-type: none"> <li>• Support the Christian Ethos of the school</li> <li>• Attend and lead collective worship as required</li> <li>• Supervise playtimes on a rota basis</li> <li>• Participate in and lead staff meetings, INSET activities and parent curriculum events</li> <li>• Undertake other such duties as can be reasonably expected</li> </ul>

### Person Specification - KS2 Special Needs Support Centre Teacher

	<b>Essential qualities</b>	<b>Desirable qualities</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Degree level qualification</li> <li>• Qualified to work and teach in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous professional development in particular linked to SEND/ASD</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching in EYFS, Key Stage 1 or 2</li> <li>• Know how to challenge and differentiate work for children of varying abilities so all children make good progress</li> <li>• Have experience of working with colleagues (TAs, teachers, other professionals) in the classroom to support children's learning and develop staff expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Successful teaching in more than one primary Key Stage (EYFS, KS1, KS2)</li> <li>• Experience of teaching pupils with SEND, including autism spectrum disorders (ASD)</li> <li>• Experience of working effectively in partnership with parents</li> <li>• Experience and willingness to providing extra-curricular activities for children</li> <li>• Experience of leading a subject area, with ability to show whole school impact</li> </ul>

**Knowledge and understanding**

- Understanding of the core subject curriculum guidance, and principles and developments of the National Curriculum
- Sound knowledge of SEND Code of Practice
- Knowledge of how to enable all children, particularly those with SEND and including disadvantaged pupils to make good progress
- Understanding of assessment and its effective use to raise standards in the classroom for all pupils
- Able to effectively monitor, assess, record, track and report pupils' progress (individual children and groups)
- Able to personalise learning and provide effectively for pupils' individual needs to enable all children to achieve
- Able to use different learning and teaching styles effectively in order that all children make progress
- To have knowledge of how to enable all children, including disadvantaged pupils and those with SEND, to make good progress
- Able to use IT skills and resources effectively to support teaching and learning across the curriculum
- An understanding of the role of parents and the community in school and how this can be promoted
- An understanding of, and commitment to, promoting and safeguarding the welfare of pupils

- Ability to make use of appropriate data to analyse the performance of pupils and set targets for children and colleagues

**Skills and abilities**

- An excellent classroom teacher
- Able to create a safe, happy, challenging, stimulating and effective learning environment
- To motivate all children to want to learn and enable them to make progress and achieve well
- Able to plan engaging and aspirational learning experiences to ensure all children make good progress
- Ability to assess children and plan accordingly; differentiating work to meet each child's needs and enable them, to progress
- Able to effectively manage children's behaviour in a positive way and to promote excellent relationships and excellent behaviour
- To creatively use the curriculum and the outdoor environment to provide memorable and beneficial learning experiences
- Ability to encourage independent learning
- Ability to work closely as part of a team and build positive relationships with children and adults
- Communicate effectively (both orally and in writing) to a variety of audiences

- To have the ability to contribute positively to curriculum development
- The skills and ability to raise the profile and success of a subject area across the school with parents, Governors and in MAT networks

**Personal Qualities**

- Sympathy with the Christian ethos of the school
- Self-motivated and hard working
- Dependable, reliable, with an excellent record of attendance and punctuality
- Commitment to inclusion & equal opportunities
- Able to initiate ideas and put them into practice

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|  | <ul style="list-style-type: none"><li>• Have a commitment to personal development and take an active part in the appraisal process</li><li>• Evidence of organisational skills, the ability to remain calm under pressure and to meet deadlines</li><li>• Willingness to participate in the wider life of the school</li><li>• Energy, enthusiasm, adaptability and a sense of humour</li></ul> |  |
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**We reserve the right to close this vacancy early if we receive suitable applications.  
If you are interested in working with us, please apply without delay.**

