Job Description

Lead SEN Teacher

O-Zone Autism ELP

**POST: Lead SEN Teacher** for ASC ELP (Enhanced Learning Provision) within a Mainstream Academy

**RESPONSIBLE TO:** The Principal, the Deputy Principal

**GRADE:** MPS 1-6 (U1-3 as appropriate) plus TLR 2b (dependent on qualifications/experience)

**KEY RELATIONSHIPS:** Academy Leadership Team; SENCO, access department, relevant teaching and associate staff; parents/carers; LA representatives; partner professionals; local community; other Oasis Academies and Oasis Community Learning central staff.

**LOCATION:** Oasis Academy Coulsdon

**WORKING PATTERN:** Mondays to Friday

**JOB PURPOSE:** To ensure accelerated progress, high quality curriculum provision and effective teaching and learning within the Autism Resource Base (O-Zone) and to carry out the professional duties of a qualified teacher in accordance with the current DCFS Teachers’ Pay and Conditions document

**DISCLOSURE LEVEL:** Enhanced

**RESPONSIBILITIES**

**A.** **Teaching**

* Plan and monitor a personalised curriculum to meet the needs of each student within the ASC ELP (O-Zone). Deliver high quality lessons
* SEN responsibilities, including the assessment and delivery of support for ASD students on the Academy SEN register
* Teaching to include that of ASC students and some more vulnerable SEN learners
* Plan work in accordance with the learning zone/curriculum area programmes of study and so that it addresses the personalised learning needs of every student
* Liaise with relevant colleagues on the planning of units of work for collaborative delivery
* Support colleagues to plan and deliver learning activities that are accessible to ASC learners
* Work in collaboration with associate staff and teaching assistants
* Take account of students’ prior levels of learning and achievement and use them to set targets for future improvements.
* Set work for students absent from school for health or disciplinary reasons.
* Maintain positive relationships by adherence to the advice given to staff in the Positive Behaviour Management Policy.
* Set high expectations for students’ behaviour by establishing a purposeful working atmosphere in accordance with the behaviour for learning strategies.
* Provide students with the opportunities to develop the skills for learning.
* Listen to the views of students about their preferred methods and styles of learning.
* Enable students to use their preferred methods and styles of learning where appropriate.
* Set appropriate and demanding expectations for students’ learning, motivation, and presentation of work.

**B. Assessment, recording and reporting**

* + Maintain notes and plans of lessons undertaken and records of students’ work, achievement and attainment in line with the Academy’s Teaching and Learning policy.
  + Mark, monitor and return work within a reasonable and agreed time span, as determined by the Academy or learning zone, providing constructive oral and written feedback and clear targets for future learning as appropriate.
  + Complete student records of achievement in line with policy and as specified in the published calendar.
  + Complete, review and set targets for students’ Individual Education Plans
  + Complete and attend annual reviews for students within the O-Zone
  + Attend the appropriate Parents’ Evenings to keep parents informed about the progress of their child
  + Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

**C. Care and guidance**

* Undertake responsibility for a Family mentoring group or for any other arrangement for the care and guidance of students as is required by the Academy, including student interviews, coaching and mentoring.
* Be the first point of contact for parents regarding these students.
* Develop positive working relationships with the parents/carers of O-Zone students, maintaining weekly contact for each student.
* Monitor (and set targets for) the social, personal, academic and vocational progress of individuals in their designated group.
* Be prepared to undertake responsibility as required for the delivery of the PSHCE programme.
* Promote good attendance and monitor in accordance with the Academy’s attendance policy.

**D. Professional standards**

* Support the ethos, vision, principles and values of the Academy, as expressed in our Mission and Vision statements
* Treat colleagues, students and all members of the community, with respect and consideration.
* Treat all students fairly, consistently and without prejudice.
* Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
* Support the aims of the Academy through attendance at and participation in events such as open evenings, option evenings (as appropriate to responsibilities).
* Support the ethos of the Academy by upholding the code of conduct, uniform rules, etc.
* Take responsibility for own professional development and participate in arrangements as adopted by the Academy for the assessment of his/her performance and that of other teachers.
* Reflect on own practice as well as the practices of the Academy with the aim of improving all that we do and achieving excellence.
* Read and adhere to the various policies of the Academy and implement Academy improvement plans.
* Participate in the development and management of the Academy by attending various team and staff meetings.
* Undertake duties as prescribed within the Academy’s policies.
* Ensure that all deadlines are met as published in the Academy calendar.
* Undertake professional duties that may be reasonably assigned to them by the principal
* Be proactive and take responsibility for matters relating to health and safety.
* Promote lifelong learning and promote enrichment and extension activities as part of the Academy’s community hub.

1. **Knowledge and understanding**

* Have a clear and well thought out understanding of current educational issues, theory and practice.
* Have a detailed knowledge of the SEN code of practice and/or relevant aspects of the National Curriculum and other statutory requirements.
* Have experience of working with ASC pupils
* Have a relevant qualification in ASC or be prepared to gain this within 3 years of taking up the post
* Have a secure knowledge and understanding of their specialised subject(s) equating to degree level, including the subject knowledge.
* Understand progression in their specialism do you need this?

1. **Planning and setting expectations**

* Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the students’ needs, subject matter and the subject being taught.
* Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment.
* Work collaboratively with occupational therapists, speech therapists and external agencies to develop appropriate support programmes for ASC students to reduce barriers to learning and promote learning progress.

1. **Teaching and managing students’ learning**

* Ensure that learning objectives are met, momentum, pace and challenge are maintained and the best use is made of learning time.
* Use teaching methods which keep students engaged, including stimulating students’ intellectual curiosity, effective questioning and response, with clear presentation and good use of resources.
* Set high expectation for students’ behaviour establishing a good standard of discipline through well focused teaching and through positive and productive relationships.

1. **Assessment and evaluation**

* Organise assessment of prospective students in line with O-Zone admissions criteria.
* Liaise with the student’s primary or previous school to plan a smooth transition for every student to the O-Zone and design and deliver a differentiated induction programme for students joining the Academy.
* Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.
* Mark and monitor students’ classwork and homework providing constructive oral and written feedback, setting targets for students; progress.
* When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.

1. **Student achievement**

* Secure progress towards student targets. Reward achievement using the guidance from the Academy.

1. **Relationships with parents and the wider community**

* Know how to prepare and present informative reports to parents.
* Recognise that learning takes place outside the Academy context and provide opportunities to develop students’ understanding by relating their understanding to real and work related examples.
* Understanding the need to liaise with partner professionals responsible for students’ welfare, care and guidance.
* Responsibility for organising the external support that each student in the O-Zone may require e.g. CAMHS, SALT and other therapists

1. **Managing own performance and professional development**

* Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
* Understand the professional responsibilities in relation the Academy policies and practices.
* Set a good example to the students in their presentation and in their personal conduct.
* Evaluate their own teaching critically and use this to improve their effectiveness.

1. **Managing and developing staff and other adults**

* Establish effective working relationships with professional colleagues including, where applicable, associate staff and colleagues from the Oasis Community Learning Family.

1. **Managing resources**

* Select and make good use of resources.
* Responsibility for the sourcing and upkeep of resources within the O-Zone

**All teachers take an active role in the care and guidance of students and may be expected to fulfil the role of Family mentor (form tutor) or similar role as determined by the Academy.**

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

All teachers actively support and contribute, as required, to the Academy’s programme for Initial Teacher education trainees.

Person Specification

Lead SEN Teacher for O-Zone

**Our Purpose**

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

**Oasis Community Learning Ethos**

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which accompanies this job description.

|  | Essential | Desirable |
| --- | --- | --- |
| Qualifications | * Qualified Teacher Status. | ASD Qualification or equivalent |
| Experience, Skills and knowledge | * Knowledge of strategies to improve the performance of learners with ASD * Ability to deliver lessons to sub National Curriculum 3 students * Good understanding of Core Subjects at KS3 * Excellent written and communication skills, including appropriate ICT skills. * A secure knowledge of the importance of data as a means both to measure and to extend progress. * A high level of organisational skills. * The ability to create a stimulating visual environment in the classroom. | SEN Teaching Experience  A proven track record of improving the performance of learners with ASD |
| Personal Qualities | * Alignment to the Mission and Vision of the Academy * Flexibility and a willingness to be involved in activities that promotes the community hub. * A commitment to lifelong learning and a willingness to contribute to furthering their own learning through CPD. * Commitment to the Academy’s Equal Opportunities policies. * Personal drive and energy to motivate and inspire staff and students. * Capable of establishing positive relationships with parents. * Integrity. * The ability to cope with complexity, ambiguity and uncertainty. * A genuine liking for and commitment to students even when the going gets tough * Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos | Grit, zest, aspiration and love |

#### About Oasis Academy Coulsdon

“A caring environment in which students develop a clear sense of values”.

Oasis Academy Coulsdon opened in September 2008 on the site of the predecessor school in Homefield Road, Old Coulsdon.  An £18.7m investment program has transformed the Academy into a world-class teaching and learning centre.  We moved into the new building in November 2011 our outstanding facilities include Post 16 provision for students. We fully support and care about all our staff and students facilities available include the Health and Well Being Centre, Fitness suite and supplemented Nursery places in our on-site provision.

Oasis Academy Coulsdon is a 'good' school and "is providing its students with a good quality of education. The school's capacity for sustained improvement is 'good'.

* "Students are encouraged to be creative and adopt an enquiring approach to their learning. They are often enthusiastic learners"
* "Students' responses in lessons indicate that they develop knowledge, skills and understanding that prepare then well for the next stages in their education"
* "Relationships between students and with their teachers are positive"
* "Students and staff share a strong sense of belonging to a community"
* "Positive attitudes to learning are evident and students are friendly and courteous towards one another"
* "Students find teachers very approachable and say it is always easy to talk to them"

***‘Oasis Academy Coulsdon is providing its students with a good quality of education’ (Ofsted )***

We are committed to inclusion and transformation. Oasis Academy Coulsdon has an integrated approach to academic progress and achievement and the character development of each student. We are seeking an individual who will share our vision and values and our commitment to inclusion with a focus on the ‘whole’ child. The skilful, committed and enthusiastic teacher of Art will have the ability to demonstrate a high standard of teaching and learning. Experience of teaching Art to A Level would be beneficial. The role includes responsibility for the assessment of student’s needs, curriculum delivery, progress monitoring, recording, and evaluation.

***‘Rising standards of attainment…and good opportunities for professional enrichment contribute to the academy’s good capacity to make and sustain improvement’ (Ofsted )***

Our strong ethos of inclusion and vertical Family system of pastoral care reinforces our commitment to looking after and developing the ‘whole’ child.  Each year students are expected to complete four ‘Arcs of Achievement’: Academic, Service, Enrichment and Professional.  We want our students to excel in their **Academic** studies; our rewards system and commitment to **Service** encourages students to contribute to the life of the Academy and the wider community.  We expect our students to take participate in the many **Enrichment** opportunities provided and develop their **Professional** skills by taking pride in their appearance, being punctual, having the right equipment for their lessons, taking advantage of leadership and enterprise opportunities.  We celebrate individual talents and abilities, developing confident, independent students who enjoy learning for life.

Oasis Academy Coulsdon is an Academy for the whole community.  We are guided by our values, our vision and our mission.  Our promise to all who join our Family is that we will never give up and we will be ‘Outstanding’ and a Centre of Excellence for all who enter through our doors.

Child Protection Policy

Oasis Community Learning fully recognises its responsibilities for child protection.

Our policy applies to all Oasis Community Learning’s directors, staff (central and Academy-based), governors and volunteers working in and with Oasis Community Learning Academies.

There are five main elements to our policy. We are committed to:

* Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
* Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
* Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
* Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
* Establishing a safe environment in which children can learn and develop.