Breaking the Mould

Sherwood Foundation School

Job Description & Person Specification

Job Title: SEND PPA Teacher

Sherwood Foundation School is a Foundation Special School located in the London Borough of Sutton and made up of three campuses:

Sherwood Park Campus: This is a specialist school for learners aged 3 - 19 years who have severe, multiple and complex learning difficulties and/or disabilities. This includes learners who have highly complex access needs resulting from their physical and/or health conditions. All learners require high levels of adult support to access learning.

Sherwood Hill Campus: This is a specialist school for autistic learners aged 3 - 19 years who have multiple and complex barriers to learning, requiring high levels of support to access education and learning around their peers. Many of our learners may also have severe learning difficulties and /or struggle to maintain a regulated state for learning.

Sherwood Manor Campus: This is a specialist school primarily for Autistic learners aged 11 - 19 years who have moderate to severe barriers to learning. Most of our pupils can access a highly adapted formal learning environment with high levels of adult support. Some of our learners struggle to deal with the demands of an adult led learning environment so may need a highly individualised learning offer to meet their academic potential.

All staff are expected to work across all campuses as required.

All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best.

Sherwood Foundation School is a warm and friendly school, with high aspirations for our fantastic pupils

Job Description

Post Reporting to: Wider Leadership Team.

Main purpose of role

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Provide high-quality teaching across allocated classes and key stages to cover class teachers' planning, preparation and assessment (PPA) time.
- Meet the expectations set out in the Teachers' Standards 1
- Undertake the teaching of SEN pupils with Education Health and Care Plans, across the range of SEN needs and ages.
- Provide a quality of teaching and learning provision that can be judged to be at least good and ensures all pupils make at least good progress.
- Be accountable for the attainment and progress of all pupils who are taught by the post holder.
- Demonstrate a trans-disciplinary approach, working in harmony with colleagues from other disciplines e.g., Occupational Therapists, Speech Therapists and Physiotherapists to ensure a pupil centred learning experience.
- Contribute to student SEND passports, monitor student social communication development, contribute to provision mapping and annual reviews for pupils.
- Supervise and guide the work of any support staff including Teaching Assistants (TAs) and Senior Teaching Assistants (STAs) who are assigned to work with post holder's classes/pupils.
- Provide pastoral support and guidance for all pupils in the post holder's care.

Main duties and Responsibilities

Quality of Education

- Teaching (in relation to teaching pupils with profound / severe learning disabilities and / or autism)
- Contribute to the development of a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

- Plan and sequence learning towards building sufficient knowledge and skills for future learning and employment and independent living.
- Develop individual programmes of study that are designed to help pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Have high aspirations and set challenging learning intentions for all pupils which takes into account prior learning and re visits any gaps in learning
- Plan for, teach and assess allocated classes and groups of children with profound / severe learning disabilities and / or autism.
- Plan and deliver lessons and learning materials to motivate and support all pupils to make at least good progress
- Set high expectations for pupils' wellbeing and behaviour, and ensure pupils have the tools and support required at all times to regulate and feel ok.
- Ensure pupils' attitudes to their education or training are positive, they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.
- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning.
- Provide intervention activities for those pupils who need support to boost attainment/progress or who require additional challenge.
- Set work for pupils absent from school for any reason.
- Use ICT and other technologies and learning resources as learning tools to inspire and motivate pupils.
- Create an environment where every pupil's voice is heard, respected and responded to.

Assessment Recording and Reporting

- Present subject matter clearly, at the appropriate level for pupils and check pupils' understanding systematically.
- Provide clear, direct feedback in an appropriate way so that it is understood by the pupil and respond and adapt teaching as necessary.
- Use assessment to help pupils embed and use knowledge fluently or to check understanding and inform teaching.

- Mark, assess and return pupils' work in line with school policy (this will usually be in the form of their learner journey and e-portfolio), providing constructive feedback with clear targets and guidance for future improvement.
- Keep high quality records to promote tracking and monitoring of student progress and wellbeing.
- Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.

Pastoral Responsibilities:

- Take responsibility for promoting and safeguarding the welfare of children and young persons.
- Provide enrichment opportunities for pupils' broader development, enabling them to develop and discover their interests and talents
- Liaise with class teachers regarding communication with parents/carers of pupils taught.
- Contribute to monitoring and reviewing targets with class teachers and therapy colleagues for the social and academic progress of pupils taught.

Whole-school organisation, strategy and development

- 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
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

Health, safety and behaviour

- Promote the safety and wellbeing of pupils
- Support pupil's wellbeing and regulation through coproduction and delivery of Positive Behaviour Support Plans.

Professional development

Take part in:

- The school's appraisal procedures

- Further training and development as appropriate

Management of staff and resources

- Direct and supervise support staff assigned to them.
- Contribute to the recruitment and professional development of support staff
- Deploy resources delegated to them.
- Take part in the appraisal and professional development of others

SAFEGUARDING RECRUITMENT STATEMENT

Sherwood Foundation School is committed to equal opportunities, safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments are made subject to receipt of a completed application, satisfactory references and an Enhanced DBS check.

Person Specification

	Criteria	Desirable/ Essential
Qualifications and Experience	Qualified Teacher Status	E
	Degree or equivalent	D
	Right to work in the UK	E
	Recent and successful class teaching experience	E
	Experience of teaching pupils with profound/severe learning disabilities and/or autism	D
Skills and Knowledge	Knowledge of the curricula appropriate for children and young people with profound / severe learning disabilities and / or autism.	E
	Knowledge of effective teaching and learning strategies for children and young people with profound / severe learning disabilities and / or autism.	E
	A good understanding of how children with profound / severe learning disabilities and / or autism learn.	E
	Ability to adapt teaching to meet individual pupils' needs	E
	Ability to build effective working relationships with pupils with profound / severe learning disabilities and / or autism.	E
	Knowledge of guidance and requirements around safeguarding children	E
	Knowledge of effective behaviour management strategies	E
	Good ICT skills, particularly using ICT to support learning	E
	Excellent communication skills, including with students, parents and carers, other staff and external agencies	E
Personal Qualities	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E
	High expectations for children's attainment and progress	E

	Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality A commitment to championing the rights of all pupils A growth mind set Positive and respectful at all times.	E E E E E E