

Job Description



POST:	Class Teacher - SEN for KS2 ELP (Enhanced Learning Provision) within a Mainstream Academy
RESPONSIBLE TO:	The Principal and the Assistant Principal for Inclusion
GRADE:	MPS 1-6 (U1-3 as appropriate)
KEY RELATIONSHIPS:	AP for Inclusion, SEN team, Academy Leadership Team; 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 Shirley Park Primary
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document
JOB PURPOSE:	To ensure accelerated progress, high quality curriculum provision and effective teaching and learning within the ELP and to carry out the professional duties of a qualified teacher in accordance with the current STPCD

SPECIFIC RESPONSIBILITIES:

A. Teaching

- To plan and monitor a personalised curriculum to meet the needs of each student within the KS2 ELP. Deliver high quality lessons
- SEN responsibilities, including the assessment and delivery of support for ELP students on the Academy SEN register
- Teaching to include that of all KS2 ELP students
- Plan work in accordance with the curriculum area programmes of study 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, if necessary, to plan and deliver learning activities that are accessible to ELP 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, 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 SEN Support Plans
- Complete and attend annual EHCP reviews for students
- 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

- Be the first point of contact for parents regarding these students.
- Develop positive working relationships with the parents of ELP students.
- Monitor (and set targets for) the social, personal and academic progress of individuals.
- 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.
- 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.



E. 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 pupils with moderate learning difficulties and social communication difficulties/ASD.

F. 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 ELP students to reduce barriers to learning and promote learning progress.

G. 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.

H. Assessment and evaluation

- Liaise with Y6 students' secondary schools to plan a smooth transition 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.

I. Student achievement

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

J. 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.
- Assist in organising the external support that each student in the ELP may require e.g. CAMHS, SALT and other therapists



K. 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.

L. 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.

M. Managing resources

- Select and make good use of resources.
- Assist in the sourcing and upkeep of resources within the ELP.

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.

Safeguarding children and young people

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

OTHER:

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Class Teacher - SEN Person Specification



Our Purpose

The vision of Oasis Community Learning (OCL) is to create 'Exceptional Education at the Heart of the Community.'

All our Academies are committed to achieving this vision through developing character, competence and sense of community with every child, providing a rich educational experience that is underpinned by our philosophy of education; inspirational leadership, deep learning and healthy communities.

Oasis Ethos

Our ethos is rooted in what we believe and who we are. It is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

It is these ethos values that we want to be known for and live by. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and Academy community.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS 	
Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Excellent written and communication skills, including appropriate IT 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. • The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English' 	<ul style="list-style-type: none"> • Demonstrable and impactful experience of working in an ELP as an SEN Teacher

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Flexibility and a willingness to be involved in activities that promote the community hub • A commitment to lifelong learning and a willingness to contribute to furthering your 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 • The ability to cope with complexity, ambiguity and uncertainty • A genuine liking for and commitment to students even when the going gets tough! • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos. 	
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