 

|  |  |
| --- | --- |
| **POST TITLE**: SEMH Specialist Primary Teacher | **GRADE** MPR1 – MPR6Plus SEN1  |
| **RESPONSIBLE TO**: Principal |
| **DATE:** 1stSeptember 2023 |

**Responsible for** The teaching of primary students and the supervision of a TA/HLTA in the classroom.

**Key liaisons** Multi Academy Trust School staff and leadership teams

 Parents and students

 External agencies

 Visitors

Governors

**Hours of Work** Full time

**Core purpose of the post**

* To take responsibility for one of the Primary groups at Aspire and deliver the school curriculum subjects.
* To have responsibility for the planning, delivery and assessment for allocated/identified groups of students; to ensure they achieve their individual potential. Having due regard to the requirements of the curriculum, the school's aims, objectives and schemes of work and any policies of the Futura Learning Partnership or Academy Governance Committee.
* To share in the corporate responsibility for the education, wellbeing and discipline of all students.
* Supporting the development of all students in a specialist provision.

**Duties and responsibilities attached to this post are as follows:**

1. To have responsibility for the planning, delivery and assessment for allocated/identified groups of students;
2. To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their individual potential;
3. To monitor and support the overall progress and development of students as a teacher and to ensure student achievement within allocated groups is at least in line with expectations;
4. To be accountable for progress and achievement of students within these groups;
5. To contribute to raising standards of student attainment;
6. To establish and maintain a purposeful working atmosphere in lessons;
7. To encourage high expectations;
8. To review and contribute to schemes of learning;
9. To produce motivational and engaging wall displays including key subject terminology and the display of students’ work so as to provide a safe and positive learning environment.

**Teaching**

1. To educate learners with SEMH and more complex needs in a variety of settings so they can achieve success as a learner.
2. Plan appropriate high-quality learning experiences for all students; which meets internal and external quality standards;
3. Use knowledge of prior attainment and ongoing assessment data to ensure planned learning activities are appropriate for all students, providing support and challenge;
4. Mark, assess, grade, record, provide diagnostic feedback and report on students’ work regularly in accordance with published school and subject feedback policies;
5. Provide, or contribute to, oral and written assessments for individual students or groups of students;
6. Develop intervention plans to enable learners to make progress based on support packages to address individual needs.
7. Undertake regular assessments of students’ progress, in accordance with published school, subject and examination board assessment requirements; report the outcomes of such assessments to the leadership team, students and parents as appropriate; ensuring all set deadlines are met;
8. Attend parental consultation events for all groups of allocated students;
9. Consistently teach lessons so that students make progress, with the aim of delivering outstanding learning across the year;
10. Manage the classroom behaviour of allocated groups of students using the school’s published procedures for rewards and sanctions to encourage high standards of punctuality, behaviour, standards of work and homework;
11. Attend all team meetings as per staff calendar;
12. Contribute to developments within the team, as agreed with the senior leadership team
13. Contribute to the delivery of catch up, intervention and enrichment programmes, as agreed with the senior leadership team.
14. To take responsibility for personal professional development and keep up to date with changes to exam board specifications, research and development in pedagogy, individual needs and subject teaching;
15. Except in emergencies, ensure appropriate cover work is set when unable to fulfil teaching responsibilities.

**Pastoral**

1. Support pupils with social, emotional and mental health difficulties within the spirit and practice of the SEN Code of Practice as well as disaffected pupils
2. Teach pupils through a range of methodologies including group work, individual counselling, social skills work and behavioural strategies
3. Contribute to the development of individual student plans and EHCP reviews where appropriate
4. To be aware of all the specific needs of their groups i.e. Pupil Premium, Service Children, vulnerable, CP etc.
5. Where required, to act as a Form Tutor/key worker and carry out the duties associated with the role;
6. Be responsible for the accurate completion of the register and recognise its importance as a legal document;
7. To monitor student attendance together with students’ progress and performance in relation to targets set for each individual, ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary;
8. To contribute to PSHE, citizenship and enterprise education.

**Special Notes and Conditions**

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

**Data Protection and Safeguarding**

* Work within the requirements of Data Protection at all times;
* Understand your responsibilities in relation promote and safeguard the welfare of children you come into contact with and to uphold the school's Safeguarding Children and Child Protection;
* Remain vigilant to ensure all students are protected from potential harm.

**General**

* The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties;
* The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager;
* The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to;
* An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are ‘protected’ for the purposes of the ‘Exceptions’ order;

https://www.gov.uk/government/collections/dbs-filtering-guidance ‘

* To actively support the vision, ethos and policies of the school;
* Undertake any other responsibilities or tasks as reasonably requested by the Principal;
* This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The teacher may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post, as reasonably requested by the Principal.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

|  |  |
| --- | --- |
| **Person Specification - Teacher –** Primary | **Essential (E) or Desirable (D)** |
| **Education** |  |
| Qualified Teacher status | **E** |
|  |  |
| **Experience**  |  |
| At least 3 years as a classroom practitioner | **D** |
| Experience of teaching in a SEMH special school | **D** |
| Knowledge of recent developments in learning and teaching | **E** |
| A good understanding of effective ways to facilitate learning  | **E** |
| Familiar with the National Curriculum framework for your Key Stage | **E** |
| Adaptability to teach across key stages and other subjects | **E** |
| Secure understanding of the Thrive approach | **D** |
|  |  |
| **Knowledge and Understanding** |  |
| Good knowledge of National Curriculum for your Key Stage | **E** |
| Good understanding of Assessment for Learning practice | **E** |
| A clear understanding of the place of your Key Stage within the whole curriculum  | **E** |
| Knowledge and understanding of differentiation, scaffolding and supporting student with SEND | **E** |
| Understanding of how to adapt a range of teaching and learning strategies to meet individual needs | **E** |
| Knowledge and understanding of the legal framework within which the Local Authority responds to pupils with Statement of Special Educational Needs | **D** |
| Understanding of behaviour management theory and practice | **E** |
|  |  |
| **Skills** |  |
| Demonstrate excellent classroom management and teaching skills | **E** |
| Ability to establish good relationships within the team, with other colleagues and with pupils | **E** |
| Effective communication skills, both written and oral | **E** |
| Excellent use of ICT as a teaching and admin tool | **E** |
| Ability to establish good relationships within the team, with other colleagues and with pupils | **E** |
| Able to use restorative interventions  | **E** |
| Able to use a solution focussed approach/ appropriate de-escalation techniques  | **E** |
|  |  |
| **Attributes** |  |
| Positive approach to school self-evaluation and an insistence on high standards | **E** |
| Demonstrable commitment to implementation of whole school policies and procedures | **E** |
| A ‘can do’ outlook | **E** |
| Keen to develop links across the curriculum and key stages | **D** |
| Committed to improving the learning outcomes for all children | **E** |
| Ability to inspire and motivate colleagues, pupils and their parents | **E** |
| A clear vision on how to engage challenging learners | **D** |
| Committed to the Futura Learning Partnership aims  | **E** |
| Committed to Equality and Diversity  | **E** |
| Committed to own continuing professional development  | **E** |
|  |  |
| **Other** |  |
| Good sense of humour | **E** |
| Trained in positive handling | **D** |
| Clean driving licence | **D** |