JOB DESCRIPTION

The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.

Job Title:	SEMH Teacher – Full Time
Salary/Range:	MPS-UPS (Dependent upon skills and experience) plus SEN allowance 1. To be discussed at interview.
Hours:	Full Time - Permanent
Base:	Cury School
Responsible to:	Headteacher/Deputy Headteacher - Nancealverne School/Cury School Head of Provision – Cury School
Direct Supervisory Responsibility for:	N/A
Important Functional Relationships: Internal/External	Head of Provision, Headteacher, Deputy Headteacher, Senior Leadership Team, Parents, Pupils, Therapy Teams. Parents, Local Authority (Children & Family Services), Educational Psychologist, Medical Professionals, Social Workers, and other external support agencies.

Main Purpose of Job:

Cury School are seeking to recruit an exceptional and inspirational Classroom Teacher to work with the school leadership team to drive the improvement at the school and provide the children with an outstanding education:

- Outstanding teacher who engages pupils and their families in high quality learning; NQT'S and mainstream teachers will be considered for this post alongside teachers with existing SEN experience or qualifications.
- High aspirations for all our children and young people, promoting the general progress and well-being of all pupils.
- A skilled communicator with the drive to work collaboratively to achieve the vision of the school
- To teach the broad range of all curriculum subjects to a specified class group in line with the school's curriculum offer.

Curriculum delivery:

Teachers supporting pupils with complex needs

- To teach the broad range of all curriculum subjects to a specified class group in line with the school's broad and ambitious curriculum offer.

Teachers supporting pupils with profound and multiple learning difficulties

- To teach, develop and lead all aspects of the sensory curriculum in line with the school's broad and ambitious curriculum offer.

Main Duties and Responsibilities:

Carry out duties set out in the current School Teachers Pay and Conditions Document.

- To have responsibility for a class group (unless otherwise directed by the Headteacher).
- To be responsible for planning and delivering the appropriate and relevant curriculum and to ensure the curriculum offers breadth, depth, relevance and cross- curricular opportunities for all learners.
- To lead teams and deploy teaching assistants to support pupil learning, therapy and care needs.
- To organise and maintain the classroom, resources and displays to ensure the environment meets pupils' needs in order to provide an inspirational and stimulating learning environment.

- To assess and record pupil progress and to record assessment appropriately and collect evidence of progress made using school systems.
- To write reports for Annual Review for all pupils taught.
- To maintain pupil information.
- To liaise with the multi-professional team in respect of the education of the pupils. To ensure that therapy programmes are incorporated in teaching and carried out in liaison with professionals and families.
- To write reports for other agencies on request as the need arises.
- To maintain clear effective communication with parents, carers, the school management team, colleagues, Governors and supporting agencies.
- To maintain positive relationships with families, communicating with them regularly via home/school diaries, telephone calls and meetings.
- To attend Reviews and Case Conferences when required, mainly during school hours, but sometimes out of school hours.
- To keep up-to-date with developments in educational thinking.
- To support the Head teacher in the implementation of all school policies and procedures.
- To manage class and curriculum budgets (as appropriate) according to school policy and practice.
- To carry out risk assessments with respect to activities both in and out of school.
- To participate in own professional development, working with a line manager to evaluate and develop own performance and co-operate with the school's Performance Management Procedures.
- To attend training as identified in both the school development plan and the teachers own review plan.
- To attend relevant courses, self-directed learning and research related to the subject and disseminate information to colleagues.
- To carry out any other reasonable duties that are requested by the Head teacher.

General/Other:

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the academy's and the Trust's pupils at all times
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance
- To be aware of and adhere to all Trust policies and procedures
- To undertake other duties appropriate to the post as require

Prerequisite

Qualifications and experience:

- A relevant degree
- Experience teaching in a mainstream setting and/or experience teaching in a special school setting
- A record of good and outstanding teaching
- Qualified Teacher Status

Candidates should be able to demonstrate:

- A clear understanding of the needs of pupils with severe and profound and multiple learning difficulties and autism.
- Ability to plan and implement good classroom practice and management.
- The ability to develop specific areas of the curriculum according to the needs of the school.
- The ability to work as a member of a class team and to direct support staff in such a way as to promote the efficiency of that team and achieve outstanding outcomes for young people.
- The ability to work as part of a multi-disciplinary team (i.e. with members of the Health or Social Services team and other educational professionals).
- A commitment to working in partnership with parents.

- An understanding of and a commitment to the Trust's Equal Opportunities Policy.

Personal Qualities & Attributes

- Sense of humour, confident and resilient.
- Creative, engaging and outstanding communication skills
- Dedicated and committed to providing the very best possible education and opportunities for the pupils in his/her care.
- Well organised, calm and very positive, confident and assuring
- Able to quickly engage and build appropriate relationships with children
- High levels of emotional literacy
- Able to lead, encourage, inspire, motivate staff
- Dependable and reliable, with an excellent record of attendance.
- Willing to go the extra mile, have high levels of stamina, energy and determination
- Effective team leader/member and a model of professionalism
- Flexible, able to respond quickly to changes and think on your feet

Person Specification:			
	Essential	**Desirable**	**Recruiting method**
Education and Training	Qualified Teacher status.	Special Educational Needs teaching experience	Application
Skills and Experience	Experience of planning, setting targets and monitoring, evaluating and recording progress Familiar with a range of assessment methods as a basis for planning programmes for progress. Able to lead a classroom team and deploy classroom assistants to support pupil learning Experience and confidence in managing pupils with complex needs. Understanding of the principles of a Multi-Sensory Curriculum and assessment methods. Clear communicator both verbally and in writing. Able to speak and write in grammatically correct English. Excellent ICT skills.	EYFS curriculum knowledge and experience is desirable Experience of teaching pupils with complex needs Ability to teach a multisensory curriculum Evidence of further professional study in issues related to special education. Able to use a range of augmented communication methods e.g. Intensive interaction, Makaton, body signing, switches etc. Experience working with a multi-professional team including therapy team	Application Interview Assessment Task
Specialist Knowledge and Skills	Behaviour management techniques for groups and individuals Familiarity with the concepts of Gifted and Talented	Using comparative information about attainment Knowledge and understanding of the SEN Code of Conduct and its practical application	Application Interview Assessment Task

	Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills An understanding of the broader secondary and primary context and Government initiatives to raise achievement Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress	The statementing process and the evidence needed Good understanding of factors promoting effective transfer of learners from one phase of education to the next The roles and responsibilities of educational psychologists and of learning and behaviour support services Knowledge and understanding to support EAL children	
Behaviours and Values	Positive attitude to school development and able to contribute own ideas and solutions to issues. Sense of humour, confident, and resilient Highly organised and able to manage own workload and meet deadlines. Calm, and able to deal with challenging situations as these arise. Sensitivity to the needs of pupils who have disabilities and the challenges encountered by their families. Excellent attendance record Willingness to address challenging issues with clarity of purpose and diplomacy	Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays. Experience driving minibuses/willingness to learn to do so	Application Interview Assessment Task

Special Conditions related to the post
The Special partnership Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities. Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment: • Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information • Receipt of two satisfactory employer references one of which must be from your current or most recent employer • Satisfactory verification of relevant qualifications • Satisfactory health check All new employees will be required to undertake mandatory training required by Nancealverne School and The Special Partnership Trust.

How to apply:	To download an application pack or apply online please visit: ww.curyschool.org. Please complete an application form in full and return to: Michaela Peters, School Administrative Manager. Please note that we do not accept CVs.
Contact details:	Address: Cury School, Churchtown, Cury, Helston, Cornwall TR12 7BW. Tel: 01326 771192 E-mail: mpeters@curyschool.org
Closing date:	Please note that if you have not received a reply within 28 days of the closing date you must assume that, on this occasion your application has been unsuccessful.

Nancealverne School and The Special Partnership Trust is committed to providing employee benefits that motivate and reward our employees.
Our benefits include:

- A competitive salary.
- You will be eligible to join the local government pension scheme/Teachers pension scheme.
- 28 days annual leave per year (pro rata), plus bank holidays.
- Family friendly policies.
- Local and national discount schemes and initiatives.
- Continued professional development support.

To find out further information please visit the Trust/Schools website at www.curyschool.org or www.specialpartnership.org