



JOB DESCRIPTION

Post title: SEN Teacher

Pay range: Main Scale (Outer London) / UPS

Position: Permanent, Full Time

Responsible to: Headteacher

MAIN ACTIVITIES AND RESPONSIBILITIES

The duties and responsibilities of this post are to be carried out in accordance with the provision of the current School Teachers' Pay and Conditions Document (STPCD).

Teaching and Learning (Whole School SEND Focus)

- To work predominantly within Key Stage 2, while supporting pupils with SEND across the school as required, ensuring they are able to access a broad and balanced curriculum and achieve their full potential.
- To plan and deliver high quality, adaptive teaching for individuals and groups of pupils with SEND, both within and beyond the classroom
- To model excellent inclusive practice and support colleagues in adapting teaching to meet a wide range of needs
- To identify pupils with SEND and contribute to the planning and implementation of personalised learning programmes, including support plans and EHCP provision
- To use a range of strategies to support pupils with cognition and learning, communication and interaction, SEMH and physical needs
- To deliver targeted interventions and evaluate their impact on pupil progress
- To support pupils in developing independence, confidence and positive attitudes to learning
- To contribute to the development of inclusive practice across the school, including within the Additionally Resourced Provision
- To be flexible and able to teach whole classes when required, maintaining high expectations for teaching, learning and behaviour
- To work collaboratively with teachers, support staff and leaders to ensure consistency and high-quality provision

Assessment and Evaluation

- To assess, record and report the development, progress and attainment of pupils in accordance with the schools' assessment procedures and policy.
- To evaluate how well learning objectives have been achieved and use this evaluation to inform future planning and teaching.

- To mark and monitor pupils' work providing constructive oral and written feedback and setting targets for pupils' future progress in line with the school's policy.
- To keep up to date the records for each pupil in the class as required by school policy.
- To participate in arrangements, as appropriate, for preparing pupils for national assessments, recording and reporting results as required and participating in arrangements for pupils' supervision at such times.
- To produce progress reports required of school colleagues or other professionals.

Relationships with Parents and the Community

- To communicate effectively with parents and carers, thereby encouraging active participation in the education of their children.
- To build positive, supportive relationships with parents and carers of pupils with SEND
- To communicate clearly and sensitively about pupils' needs, progress and provision
- To liaise with agencies responsible for pupils' welfare and attend meetings when necessary.
- To deal sensitively with members of all communities represented locally.
- Make a positive contribution to the wider life and ethos of the school

Managing own Performance and Development

- To understand the need to take responsibility for personal professional development and keep up to date with research and developments, particularly in relation to SEND and inclusive practice
- To participate in training, staff meetings and appraisal process.
- To participate in staff meetings which relate to the curriculum or organisation of the school.
- To reflect upon feedback from colleagues, self-evaluate own teaching and participate in the school's aims to share good practice and improve the quality of practice.
- To reflect on practice and contribute to whole-school improvement
- To engage positively with professional development opportunities to further develop expertise in SEND and inclusive practice.

Managing and Developing Staff and Adults

- To work closely with support staff, ensuring they are effectively deployed to meet pupils' needs
- To model best practice and support staff in delivering interventions and inclusive classroom strategies
- To contribute to a culture of collaboration, professional dialogue and shared responsibility for SEND
- Support school aims to share good and outstanding practice and coach/mentor colleagues as well as accepting support where required.

Professional Conduct

- To fully support the aims and ethos of the school including the school's values of Respect, Kindness and Excellence, British values and UNICEF Rights of the Child.
- To set an excellent example to children, staff and parents in terms of presentation and personal conduct.
- To relate positively to colleagues, establishing effective and professional working relationships.
- To implement all current school policies and procedures.
- To safeguard the health and safety of pupils at all times.
- To carry out any other such duties which may be required from time to time to meet the needs of the school.

Equal Opportunities

- To ensure all pupils have access to an appropriately broad and balanced curriculum.
- To adhere to the school's policies for equality of opportunity.
- To ensure that the planning and teaching methods take account of the language and learning needs of pupils, including those who have SEND or for whom English is an additional language
- To be committed to the inclusion of children in the Additionally Resourced Provision

Safeguarding Children

- To be fully aware of and understanding the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To follow Colindale School's Child Protection and Safeguarding Policy.

Job descriptions are a guide not a prescriptive list. They will be reviewed as and when necessary, taking into account factors such as the needs of the school or new changes in legislation. All staff are expected to comply with all school policies. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.



PERSON SPECIFICATION

Post: SEN / Class Teacher

Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status (QTS)	X	
Relevant SEND training or CPD		X
Experience		
Experience of teaching in a primary setting	X	
Experience of working with pupils with SEND	X	
Experience of adapting teaching to meet a range of needs	X	
Experience of delivering targeted interventions	X	
Experience of working with support staff effectively	X	
Experience of working with external agencies		X
Experience of contributing to or leading SEND provision		X
Knowledge and Understanding		
Strong understanding of a range of SEND needs	X	
Knowledge of the SEND Code of Practice	X	

Understanding of inclusive, adaptive teaching strategies	X	
Knowledge of supporting pupils with EAL and SEND	X	
Knowledge of assessment for pupils working below ARE		X
Awareness of current developments in SEND		X
Skills and Attributes		
Ability to plan and deliver personalised learning	X	
Ability to use assessment to inform teaching	X	
Strong communication skills and the ability to build positive relationships and communicate sensitively with children, parents, and colleagues.	X	
Ability to work collaboratively with staff and families	X	
Good organisational and time-management skills	X	
Good record of attendance and punctuality.	X	
Excellent behaviour management, with a focus on positive relationships, clear routines and supporting pupils to develop self-regulation	X	
Ability to support and guide colleagues in inclusive practice.		X
Personal Qualities		
Warm, caring, and child-centred approach	X	
Highly motivated and passionate about SEND and inclusion	X	
Reflective and committed to continuous improvement	X	
Flexible, resilient, and solution-focused	X	
Committed to equality, diversity, and safeguarding	X	
High standards of professionalism and integrity	X	
Good interpersonal skills and able to inspire and support colleagues.	X	
A good sense of humour and the ability to bring warmth and positivity to the team	X	
Enthusiasm for contributing to whole-school life		X