

JOB DESCRIPTION



SERVICE AREA: Hull Collaborative
Academy Trust

POSITION NO:

SECTION:

**GRADE: MPS plus SEN
point**

JOB TITLE: Class Teacher of SEN

DATE PREPARED:

JOB HOLDER:

**REPORTING TO: Head
Teacher and Governing
Body**

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, their age, gender, ethnicity, sexual orientation, disability or religion) and assists in ensuring equal access to services and employment opportunities for everyone.

PURPOSE:

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

Responsible for the day to day operation of provision made by the school for pupils with SEN (accessing The Hive) and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

PRINCIPAL ACCOUNTABILITIES:

1. Duties

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Personal Support Plans (PSPs) and EHCPs

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework, where given, providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum.
- Contribute to annual reviews for pupils with EHCPs who access HIVE provision.

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources, which enable teaching objectives to be, met.

SEN provision

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

Supporting the provision for pupils accessing The HIVE:

- contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum;
- Be the lead teacher for pupils accessing The HIVE.
- Champion and develop The HIVE provision so that all pupils can succeed.
- Deploy and monitor support staff working with pupils in The HIVE;
- Liaise with the SENDCo to plan a curriculum(s) that fits with children's needs.
- Work with the SENDCo on timetabling for blended learning.
- Make the most effective use of resources to support learning.
- Support colleagues with the provision for pupils with EHCPs.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 section 175.

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.
4. To promote the Academy's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the Academy's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

DIMENSIONS:

1. Responsibility for Staff:

Teaching Assistants and other adults working within their Provision.

2. Responsibility for Customers/Clients:

For the pupils in their care

3. Responsibility for Budgets:

Curriculum budget area if applicable

4. Responsibility for Physical Resources:

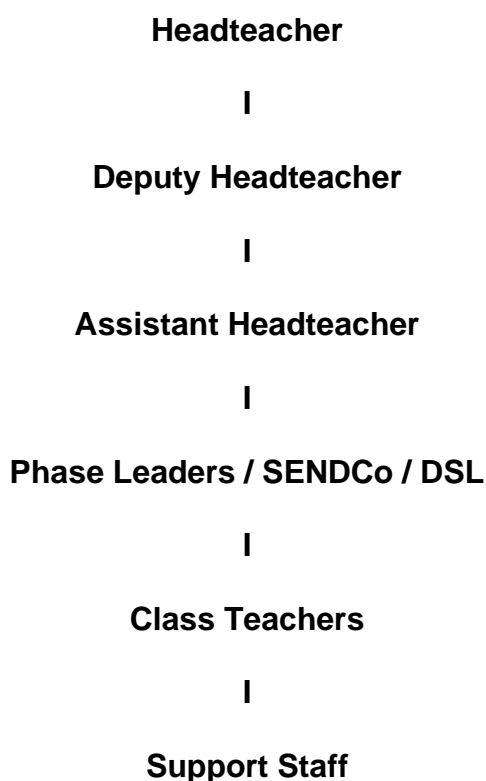
Requirement to ensure Health and Safety regulations are adhered to.

DECISION MAKING:

These decisions should relate specifically to the principal accountabilities

Makes decisions in connection with all the principal accountabilities listed, within current school policies and procedures.

ORGANISATION CHART:



WORKING RELATIONSHIPS:**1. Within Service Area/Section:**

All school staff, parents, governors, the community

2. With Any Other City Council Areas

Educational support staff, educational support services, other schools and educational establishments, the Council, other public services

3. With External Bodies to the City Council

Community representatives

INTERPERSONAL/COMMUNICATION SKILLS:.**1. Verbal**

Excellent verbal skills

2. Written

Excellent written skills

THINKING CHALLENGE/MENTAL DEMANDS:

High

PHYSICAL DEMANDS:

Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment)

Not applicable	<input checked="" type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

WORKING CONDITIONS:

Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).

Not applicable	<input checked="" type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

EMOTIONAL DEMANDS:

Exposure to objectionable situations over and above that normally incurred in a day to day office environment

Not applicable	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input checked="" type="checkbox"/>	High	<input type="checkbox"/>
Very High	<input type="checkbox"/>		

This Job Description conveys a full and accurate description of the job:

Signature	Designation	Date
1. CONFIRMED BY:	(LINE MANAGER)
2. CONFIRMED BY:	(SERVICE HEAD (OR DELEGATE)
3. RECEIVED & AGREED BY:	(POST HOLDER)
.....*		

** The employee must countersign the Job Description to show that he/she has received it, although they may not agree with its content. They may delete "& AGREED" if this is the case.*

Grade established/Approved

DATE OF PANEL: **DATE:**

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	Degree	X		AF/CQ
	Qualified Teacher Status	X		AF/CQ
	NPQ / NASENCo or other qualifications relevant to the role		X	AF/CQ
	First Aid		X	AF/CQ
	Safeguarding Level 1		X	AF/CQ
2.	Relevant Experience:			
	Experience of working in a primary school or special school	X		AF/R
	Experience of adapting the curriculum for pupils with complex needs	X		AF/R
	Experience of working with pupils in EYFS/KS1	X		AF/R
	Experience of liaising with pupils, staff and external stakeholders.		X	AF/R
	Experience of teaching pupils with Special Educational Needs.	X		AF/R/I
	Experience of planning sequences of lessons to enable effective learning to take place.		X	AF/R/I
	Experience of implementing a graduated response / EHC Plan		X	AF/R/I
	Experience of deploying support staff to promote learning		X	AF/R/I
	Experience of contributing to annual reviews		X	AF/R/I
3.	Skills and Attitudes			
	The capacity to develop innovative and inspirational teaching strategies, planning and delivering the highest quality lessons generating high levels of engagement for all	X		AF/R/I
	The ability to skilfully assess pupil's understanding.	X		R/I
	Ability to give effective and constructive feedback to ensure pupils make rapid gains.	X		I
	Additional skills such as music, sport, modern foreign languages etc. that contribute to the expertise within the Trust.		X	AF/I
	A willingness to self-reflect on their own practice and strive to constantly improve it.	X		R/I
	The ability to create a highly positive climate for learning.	X		R/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Can use ICT effectively to support learning.	X		R/I
	Excellent classroom management skills including behaviour management.	X		R/I
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	X		R/I
	A good working knowledge of the demands of the national curriculum and how to tailor this to the needs of the pupils.	X		AF/I
	The capacity to develop an excellent understanding of the craft of teaching based on great pedagogy including the teaching of reading and maths.	X		AF/I
	Knowledge of the SEN Code of Practice		X	R/I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	First class communication skills both verbally and written.	X		AF/I
	Being a good role model of spoken English.	X		I
	The ability to establish strong, effective professional relationships with all stakeholders. In particular pupils, parents and colleagues.	X		AF/R
	The ability to work professionally alongside a range of partners and outside agencies at a variety of levels.	X		R/I
	Written Skills			
	Excellent written skills	X		R/I
6.	Other:			
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	X		AF,R,I
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Additional Requirements:			
	None		N/A	
8.	Disclosure of Criminal Record:			

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)