**Job Description**

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| **Job title** | SEN Teacher Potential of Additional Responsibilities for Experience Candidate (TLR) |
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| **Salary Scale** | Inner London Main Scale + SEN allowance  |
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| **Responsible to** | ARP SENCo |
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| **Purpose of Role** | * To be responsible for the delivery of high quality teaching and learning for children with additional needs
* To be accountable for student attainment and achievement
* To support the ARP SENCo in developing practice of within the Department
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| **General Responsibilities** | * For the standards of teaching, learning, assessment, student progress, behaviour and learning outcomes within their classes
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In addition to carrying out the duties of a School Teacher as set out in the School Teacher’s Pay Conditions Document, you will have the following responsibilities:

**Teaching and learning**

1. To plan, resource, deliver, monitor and review progress for children with SEN on individual /group programmes within the classroom or as part of a withdrawal strategy.
2. To develop and implement teaching strategies to ensure early intervention of students with special and additional needs.
3. To provide specialist skills and knowledge, at an advanced level, to encourage pupils with SEN to benefit from the planned learning activities
4. To ensure that ICT, Literacy, Numeracy are reflected in the teaching/learning experience of SEN students that you teach.
5. To use a variety of delivery teaching methods which will stimulate learning appropriate to student needs and demands.
6. To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
7. To report on students’ progress and attainment to parents, carers, other professionals and students' as appropriate.
8. To have high expectations of students and build successful relationships centred on teaching and learning.
9. To employ effective behaviour management skills so that there is a positive climate for learning established in the classroom and students feel safe secure and confident because behaviour for learning is managed well.
10. To plan for the effective deployment of any support staff who are contributing to students' learning.
11. To assess students’ work, record and report their progress in line with the departmental and school assessment policy.

**Curriculum Development**

1. To contribute to the development of schemes of work, teaching strategies, resources, assessment and marking policies with the SENCO
2. To contribute to strategies to achieve relevant departmental and school improvement.
3. To be responsible for effective and efficient management of any resources that are delegated.
4. To identify quantifiable and challenging student progress objectives and plan appropriate strategies to achieve target levels.

**Professional Development**

1. To maintain personal professional development
2. To attend relevant CPD sessions and meetings
3. Work with colleagues to share good practice including providing evaluative feedback to promote quality first teaching and communication friendly strategies
4. To use feedback from lesson observation, work scrutiny and analysis of assessment data to inform future planning and teaching.

**Other**

1. To provide, or contribute to, oral and written assessments, reports and references relating to individual SEN students and groups of SEN students.
2. Work independently to deliver, monitor and evaluate the success of educational plans for children that receive SEN support
3. Keep detailed notes on progress and concerns to be used as evidence for the review process and Education Health Care Plan Assessment as appropriate.
4. Carry out any other reasonable duties as may be required from time to time within the context of the post under the direction of the SENCO
5. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
6. To develop SEMH awareness and provision within the school.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

**Selection Criteria / Person Specification**

The following aspects will be assessed in different ways, as shown: A= Application Form; I = Interview; T = Task

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|  | **Standard** | **Desirable** |
| **Education and Training** | * University Graduate with a good degree in a relevant subject (A)
* Qualified Teacher Status (A)
 | * Evidence of relevant CPD and commitment to ongoing professional development (A,I)
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| **Teaching and Learning** | * Knowledge of the requirements of the National Curriculum and KS3/4/5 courses (A,I,T)
* Use of innovative approaches to the development of teaching and learning (A,I)
* Have a proven record of success in improving student with additional needs outcomes (A,I,T)
* Able to motivate students and develop positive relationships with parents/carers (A,I,T)
* Able to use data to evaluate the performance of students and self, and plan changes in curriculum, assessment and pedagogy (A,I)
 | * Have a willingness to offer extra-curricular activities (A,I)
* A specialism in literacy (A, I)
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| **Professional Knowledge** | * Understanding of successful strategies for meeting the needs of all pupils, specifically those with Speech language and communication needs (A,I)
* Awareness of The Special Educational Needs Code of Practice and the implications of other recent education legislation and reports, particularly those related to SEN. (A,I)
* Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement (I)
 | * Experience of completing Annual Reviews
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| **Personal Qualities** | * Have clarity of vision and be a strategic thinker (A,I)
* Have a strong moral purpose and drive for improvement (I,T)
* Have a firm approach to discipline around the school, and excellent classroom management skills (I,T)
* Have an ability to contribute effectively to a team (A,I)
* Be committed to the highest standards in all areas of school life (personal, behaviour, academic, enrichment) (A,I)
* Have a strong grasp of contemporary educational issues (A,I)
* Able to set challenging and achievable targets and ensure their delivery (A,I)
* Have good time management skills (A,I)
* Have outstanding communication and inter-personal skills (A,I,T)
* Have an excellent record of attendance
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