

## Job Description and Person Specification

Post title	SEN Teacher
Start date	ASAP
Responsible to	SENCo
Salary	M3 – UPR2 (dependent on experience)
Hours/days	Full time  Initially fixed term contract for 1 year
Main purpose of the role:	To deliver high quality teaching and learning to children and young people with ASD, autism and other complex or SEMH related needs who may present with challenging behaviours associated with their diagnosis. Some pupils may have multiple learning difficulties.  <b>This post would be suitable for someone who has worked in specialist provision or mainstream provision, working with SEND pupils.</b>
<b>Interviews</b>	<i>Interviews will be held at Wantage Primary Academy. To arrange a visit in advance, please write to <a href="mailto:office@wantageprimaryacademy.org">office@wantageprimaryacademy.org</a>.</i>  Submit applications via eteach or via email.

## Safeguarding Statement

Wantage Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school's safeguarding policies and practices. As part of the school's safe recruitment procedures all staff regularly undergo enhanced DBS checks.

### **Outline of the role:**

Due to an increase in student numbers and pupil need, Wantage Primary Academy are looking to recruit an outstanding SEN Teacher to join our amazing team! We are looking for an ambitious, energetic, and committed teacher who will expand the learning experiences of our pupils. The successful candidate will be teaching and supporting our young people who may have autism, ADHD, SEMH and associated needs.

In order to support pupils with these needs, we are expanding our nurture provision, which resembles a Resource Base. We began our journey with this provision in November 2024 with a class of 5 pupils from KS2, working with 1 teacher and 1 SEN TA. We now seek to expand and develop this provision further with a SEN teacher further shaping and leading this provision for up to 7 pupils and 2 SEN TAs.

This is an exciting and fabulous opportunity for an ambitious, enthusiastic and highly skilled teacher who has experience of working with children who have a level of need which is not appropriately met in all day mainstream classes. The successful candidate will plan and deliver high quality teaching and learning in this

specialist setting. Under the line management of the SENDCO, the teacher will work in partnership with class teachers, TAs and associated professionals to deliver excellent inclusive teaching and learning.

#### **Main Purpose of the job**

- Be responsible for the high quality of teaching and learning of all pupils who are assigned to the post holder, having responsibility for their progress, welfare and outcomes.
- To develop and implement the aims of the provision.
- Supervise the work of any support staff, who are assigned to work with the post holder's pupils.
- To have an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which teachers work.
- To take responsibility for implementing school policies and practice, including those relating to safeguarding and equality of opportunity.
- Provide leadership across the school in a designated subject or curriculum area, this to include:
  - monitoring quality and standards
  - contributing to school planning and self-evaluation
  - providing professional support to other teachers and support staff
  - advising the principal on appropriate resources and materials
  - leading appropriate professional development.

#### **Key duties**

- To contribute to the delivery and development of the curriculum, having regard to the educational, physical and social needs of the students within a learning environment.
- To work collaboratively with other members of staff as part of a multi-disciplinary team.
- To maintain and use short, medium and long term plans in delivering the curriculum.
- To set, monitor and review personalised targets that will optimise learning for each individual.
- To monitor, assess, review and report on the progress and work of students to parents, team members, senior staff, examination and funding bodies through reports and identified meetings as directed and as is required through school policies and procedures.
- To maintain knowledge through training and research where appropriate and take responsibility for own professional development.
- To develop lesson plans analysing and self-reflecting on the outcomes.
- To attend and contribute to all relevant meetings and maintain good lines of communication with other staff.
- To contribute to the review of Statements and EHC plans, PEP and LAC reviews.
- To provide clear structures for lessons maintaining pace, motivation and challenge.
- To assist in the development of the curriculum offer.
- To establish effective working relationships and set a good example through presentation and personal and professional conduct.
- To take account of wider curriculum developments.
- To liaise effectively with parents/carers.
- To liaise effectively with outside agencies and other professionals.
- To maintain an overall awareness of current issues in the field of autism in order to be able to plan for effective teaching and learning.
- To manage a delegated budget as required.
- To work in a non-confrontational way to ensure individual needs are met.
- To appropriately manage challenging behaviours within the school policy and procedures.

#### **Knowledge, Skills and Experience**

#### Knowledge

- Working knowledge of SEMH students with complex needs.
- Evidence of sound knowledge of the national curriculum.
- Knowledge, understanding and experience of autism and associated needs such as ADHD and how these can affect learning.
- Curriculum development and implementation for pupils with SEN and in particular ASD.

#### Skills

- Ability to work as part of a multi-disciplinary team.
- Good teaching and communication skills, both written and verbal.
- Effective skills in planning, preparation, recording and reviewing students' progress.
- Good IT skills and understand of how IT can be used to support learning.
- Ability to remain calm and reflective when working in a challenging environment.
- Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines.
- Ability to engage pupils in positive enabling relationships.

#### Experience

- Essential:
  - BA, B/ed, PGCE, Qualified Teacher Status or equivalent teaching qualification and evidence of in-service training.
- Desirable:
  - Postgraduate diploma in SEN
  - Experience of working in a special school environment and/or in particular with pupils with SEMH or ASC needs.
- Experience of successfully delivering a differentiated curriculum to pupils with a wide range of needs.