

Federation of Oxford Road Community School & Wilson Primary School SEND Specialist Teacher Job Description & Person Specification

Post title:	SEND Specialist Teacher
School:	Federation of Oxford Road Community School and Wilson Primary
Pay range:	MPS + SEN allowance
Line manager:	Assistant Headteacher (Inclusion)
Supervisory responsibilities:	Willow & Maple Willow Classes

Main purpose of the job

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions* and the federation's own policy.
 - Lead the Willow & Maple Teams within the Federation of Oxford Road Community School & Wilson Primary School.
 - Undertake the teaching of SEN children in the Willow & Maple classes, across the range of needs and ages.
 - Be accountable for the attainment and progress of all children who are taught in the Willow & Maple classes.
 - Support staff training to meet the needs of Willow & Maple Willow & Maple children in the mainstream settings.
 - Supervise and guide the work of any support staff (including Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) who are assigned to work within the Willow & Maple Willow & Maple classes.
 - To provide pastoral support and guidance for all children in Willow & Maple classes.
 - To contribute actively to the strategic direction of SEND within the Federation of Oxford Road Community School & Wilson Primary School.
 - To work with a range of agencies and organisations to support the needs and well-being of children.
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Duties and responsibilities

Teaching

- Plan, develop and implement individualised learning plans for each student.
- Design appropriate teaching strategies.
- Prepare materials and lesson plans according to EHCP's.
- To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week.
- Use data to plan lessons and learning materials to motivate and support all Willow & Maple children to make at least good progress.
- To have high aspirations and set challenging targets for all Willow & Maple children.
- To set high expectations for children's behaviour, learning, motivation by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.
- To work in collaboration with Teaching Assistants assigned to any teaching group/children within Willow & Maple.
- To plan, develop and implement individualized learning plans for each student
- To promote and develop literacy and numeracy skills throughout teaching and learning activities.
- To manage the behaviour of children within the Willow & Maple in line with the school's Behaviour Policy
- To ensure that teaching rooms, resources and equipment are maintained in good order, with

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particular regard to Health & Safety and security of property.

- To maintain a current knowledge of special education best practices and trends

Assessment, Recording and Reporting

- Identify the needs of assigned students through formal and informal assessments.
- Review assessment data to develop appropriate goals and objectives for each student.
- To maintain notes and plans of teaching undertaken and records of children's learning, attendance and attainment.
- To keep high quality records to promote tracking and monitoring of children's progress using data and teacher assessment records.
- To report and record children's attainment, progress and results of assessments within the school's recording and reporting structure.
- Attend the appropriate Parent/Teacher Evenings and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets.

Pastoral Responsibilities:

- Maintain regular communication with parents by means of email, phone calls and progress reports
- Assist parents with understanding and supporting educational objectives, learning & behavioural expectations.
- To take responsibility for promoting and safeguarding the welfare of children and young persons.
- To participate in the pastoral organisation of the school.

General Professional Responsibilities:

- To attend meetings as part of the agreed meeting cycle.
- To undertake professional development identified through the performance management structure.
- To support and implement all relevant teaching and learning policies.
- To act as a role model to children's in respect of dress, attendance and punctuality and general conduct.
- To ensure that all deadlines are met.
- To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
- To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the federation is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ Date / /

Signature of Headteacher _____ Date / /

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	Essential Criteria	Desirable Criteria
Key Skills & Abilities	<ul style="list-style-type: none"> ▪ Ability to assess children and young people in the areas of SEND, write clear reports and design outcome focused programmes ▪ Clear and effective recording and assessment skills ▪ The ability to model and demonstrate good practice ▪ Ability to effectively Line Manage others and demonstrate leadership skills ▪ Ability to motivate others to understand a shared agenda 	
Education & Qualifications	<ul style="list-style-type: none"> ▪ Qualified Teacher status ▪ Degree level education 	
Knowledge	<ul style="list-style-type: none"> ▪ Understanding of issues affecting the families of young people with SEND ▪ Good knowledge of methodologies of supporting children with SEND in mainstream and special schools ▪ Knowledge of children's development needs ▪ Knowledge of effective teaching and learning methodologies for children and young people with SEND ▪ Knowledge of relevant assessment methods and tools for the identification and monitoring of progress of children and young people with SEND 	
Experience	<ul style="list-style-type: none"> ▪ Ability to demonstrate significant successful teaching experience ▪ Recent substantial experience of working with children and young people with specific and complex and delivering successful outcomes ▪ Experience of person-centred planning ▪ Experience of delivering outcomes-based planning and assessment ▪ Experience of working collaboratively with other staff and other agencies to achieve positive outcomes ▪ Experience of demonstrating good progression of children with SEND in schools and evidence of successful outcomes 	
Personal Attributes	<ul style="list-style-type: none"> ▪ Self-motivated and persuasive communication skills ▪ Evidence of good organisational skills, including the planning and prioritising of work ▪ A commitment to achieving the best outcomes for vulnerable young people ▪ A flexible and creative way of thinking ▪ High level interpersonal skills and ability to resolve conflict 	