



Job Description and Person Specification

Post Title: Specialist SEND Teacher

Reporting to: Assistant Headteacher SENCo / Senior Leadership Team

Hours: Full Time Teaching, Monday-Friday

Disclosure level: Enhanced

Purpose:

- To support the pupils within the assigned enhanced provision class by providing high quality teaching and raise pupil achievement.
- To provide support to pupils and ensure that school offer within the enhanced provision is of the highest standard.
- To be responsible for all planning, assessment, monitoring and implementation of provision for identified groups of pupils.
- To manage and direct the members of supporting staff working with the class/group.
- To work effectively as a member of the Inclusion Team.

Main Duties:

To carry out duties to the required standards as set out in the Teachers Standards (DfE).

- To provide high-quality learning opportunities for all children and supporting the school's vision of inclusion and integration.
- Be responsible for delivering a broad and balanced curriculum, which meets the relevant requirements.
- To monitor and assess student performance in relation to their identified outcomes on EHCPs and identify next steps which can be set for individual student improvement and progress measures.
- To organise the classroom effectively to promote independence of learning.
- To implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- To take into consideration other curriculum approaches and specialist programmes so that the full needs of the pupils are met.
- To organise the classroom, its resources, pupil groupings and displays in order to provide an appropriate learning environment.
- To write progress reports and present them to review meetings and case conferences as required, sometimes out of school hours.
- Adhere to the school planning and record keeping systems and submit them for monitoring purposes on request.
- To contribute to the recording of events and progress.
- Direct and co-ordinate the work of support staff in the class.
- Promote good communications with parents via home-school books, telephone calls and meetings.
- Liaise with other professionals in developing learning programmes for individual pupils and/or groups.
- Keep up to date with developments in education, particularly related to SEND provision.
- Adhere to all school policies and procedures.
- Take an active part in whole school development planning and implementation.
- To support duties as expected of class teacher.
- Carry out duties in relation to the above as directed by the Executive Principal, Headteacher and Inclusion Leader.
- To understand the principles of safeguarding: report any concerns regarding safeguarding and child protection to the line manager immediately.
- To attend appropriate courses and disseminate skills learnt to the staff, if necessary.
- To monitor and report to parents on the progress of pupils in the allocated class.

Qualifications:

Essential (E), Desirable (D)

- An appropriate teaching qualification (E)
- Further qualifications relevant to job role e.g Masters degree/SENCo qualification (D)
- Successful experience of teaching in a range of settings/schools with pupils with SEND. (E)
- Further qualifications within the field of SEND. (D)

Skills, Knowledge and Abilities:

- A broad knowledge of strategies used for teaching children and young people with SEND.
- The ability to use a computer for teaching purposes and also for the planning, preparation and recording of pupils' assessment, progress and profiles.
- Evidence of the ability to work as a member of the Inclusion team and to direct support staff as necessary.
- Flexibility in order to respond to the needs of the school in undertaking extraneous duties.
- A willingness to contribute to the life of the school.
- An ability to work closely with parents/carers in providing an education that is suitable to the needs of children with SEND/Curriculum gaps.
- The ability to apply the Equality policy in work with the children (Equality Act 2010)

Supporting the SENCo:

- To help and support the SENCo in delivering a suitable programme of activities for the child's individual development, both indoors and out.
- To assist in making resources to support activities that have been advised by the SENCo/outside agencies.
- To provide feedback about the child's progress to the SENCo, parents and outside agencies.
- To report any problems about arrangements or incidents to the SENCo or SLT member.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.

This job description is current at the date shown, but following consultation with you, may be changed by the Executive Principal or Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

I confirm that I have read and understood the details contained within this job description.

I understand that by signing this document, I agree to the terms and conditions contained within it.

Signed Print Name	
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Dated	
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Personal Specification

Qualifications	Essential/Desirable
Graduate with QTS	E
Holder of the National Award for SEND Co-ordination	D
Additional training or qualifications in areas related to SEND	E
Masters level qualification	D
Specialist Leader of Education (SLE)	D
Understanding of relevant educational policies and legislation related to SEND.	E
Experience	
Proven experience in teaching children with a range of special educational needs and disabilities within a primary school setting.	E
Experience in developing and implementing SEND Plan and Behaviour Support Plans (BSPs).	E
Coaching/mentoring colleagues	D
Experience in working collaboratively with parents, carers, and external agencies to support SEND pupils.	E
Experience of designing and delivering effective professional development for SEND	D
Experience of teaching in EYFS and or KS1	E
Trauma and Attachment awareness	E
Skills and Knowledge	
Up to date knowledge of quality first teaching and pedagogy to support SEND pupils including; teaching, curriculum, assessment, resources and statutory frameworks	E
Excellent understanding of different learning styles and ability to adapt teaching methods accordingly.	E
Knowledge and understanding of key partners and processes that support children and young people with SEND beyond school	E
Excellent communication skills, both verbal and written, for liaising with colleagues, parents, and external agencies.	E
The ability to work alongside all stakeholders to fulfil the trust's ambition for SEND	E
Strong behaviour management skills and ability to create inclusive classroom environments.	E
Ability to assess, track, and monitor progress of SEND pupils effectively.	E
Strong organizational skills and ability to prioritise workload effectively.	E
Personal qualities	
Someone who has the inter-personal and communication skills to maintain positive relationships and work effectively with staff at varying levels of role and experience.	E
An inspiring teacher of SEND pupils who has the resilience, flexibility and tenacity to motivate, empower and support pupils be successful learners.	E
Committed to self-development and the development of others	E
Calm, confident and solution focussed in the face of challenge	E
A strong commitment to supporting and promoting safeguarding, equality and diversity	E
Positive attitude and enthusiasm for making a difference in the lives of children with SEND.	E
Commitment to continuous professional development and staying updated with best practices in SEND education.	E
Ability to work as part of a multidisciplinary team including teaching assistants, therapists, and external specialists.	E