

## JOB DESCRIPTION

### SEND Teacher - primarily ARP provision

<b>POSITION TITLE</b> Teacher (SEND teacher in ARP setting)	
<b>GRADE:</b> MPR/UPR (Inner London) plus SEN 1 allowance	<b>SECTION:</b> Inclusion Department (primarily based in our ARP)
<b>REPORTS TO:</b> Head of ARP	

## INTRODUCTION

Teachers at H3 Federation fulfil the duties covered by the Teachers' Standards and the School Teacher's Pay and Conditions Document. They will be expected to work closely in line with the SEND Code of Practice (2015).

The ARP Teacher will drive outstanding provision for ARP students academically as well as developing their personal progression, skills in independence and general wellbeing both in and out of school. The ARP Teacher will develop a range of resources, lessons and strategies for supporting students to learn and develop in all areas of school life. He or she will support the Head of the ARP to plan, resource and teach excellent lessons, in addition to tracking student progress and amending strategies if/when needed. Reducing barriers to accessing the mainstream curriculum is at the heart of this role, whether it be producing/delivering highly adapted lessons in the ARP or creating resources for ARP students to use in their mainstream lessons. Upon leaving the ARP, we aim for students to be successful, independent learners with the skills and knowledge to make informed life choices; the role of the ARP Teacher is pivotal for students achieving this goal.

The following are the main responsibilities of the post:

#### 1. Job purpose

- To provide high quality, inclusive teaching, intervention and support for students with SEMH, Communication and Interaction, Behaviour and other SEND needs.
- To carry out all the duties and responsibilities outlined in the latest Teachers Pay and Conditions Document and to uphold and strive to fully meet the Teachers Standards.
- The post holder will need to be flexible and adaptable, willing to train and be prepared to adapt and evolve with the provision, commensurate to their role and job description.
- This job description may be amended at any time following discussion

between the post holder and the Head of School, and will be reviewed annually to ensure it meets the needs of the Federation.

## **2. Specific roles and responsibilities**

- To provide high quality teaching to individuals and groups of students in the ARP and provide high quality teaching to individuals and groups of students in the mainstream provision when asked to.
- To contribute to the provision of the highest quality pastoral support to meet the holistic needs of all students and their families and to act as tutor to an identified cohort of students.
- To work collaboratively with the ARP, curriculum and Inclusion teams to ensure all students are fully included, receive an appropriate and personalised curriculum pathway and receive appropriate interventions to enable the students with additional SEN needs to meet and or exceed expectations.
- To work in line with identified areas within the Haverstock School Development Plan to ensure the school is engaged in a cycle of continuous improvement.
- To take part in training and teacher appraisal.

## **3. Student Achievement and Assessment**

- To promote good progress and outcomes by students.
- To demonstrate that as a result of their teaching, students achieve well relative to their prior attainment, making progress as good as or better than similar students' nationally.
- To plan teaching to build on students' capabilities and prior knowledge and ensure they are well prepared for all forms of assessment.
- To demonstrate highly effective knowledge and understanding of how students learn and how this impacts upon teaching.
- To adapt teaching to respond to the strengths and needs of all pupils and use differentiation appropriately, using approaches which enable pupils to be taught effectively.
- To have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- To have a clear understanding of the needs of all pupils, most especially those with special educational needs.
- To demonstrate consistent and effective use of information about prior attainment to set and communicate challenging targets and expectations for students.
- To use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.
- To analyse student data, detect variation and develop appropriate intervention for individuals and groups.
- To have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### **4. Quality of Teaching**

- To demonstrate expertise in their specialist area of SEND teaching.
- To demonstrate an intrinsic curiosity about their specialism, keeping up to date with national and local developments.
- To prepare and deliver consistently good lessons that are well matched to the needs of learners and which ensure successful learning by all students.
- To promote a learning culture that enables students to become effective, enthusiastic and independent learners.
- To provide opportunities for learners to develop a range of skills including reading, writing, communication and mathematics across their curriculum area.
- To undertake routine evaluation of own practice and consistently seek to develop and use the most effective teaching strategies and uses the most effective teaching strategies.
- Engages staff in the development of curriculum progression plans and schemes of work.

#### **5. Behaviour and Safety**

- To demonstrate knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- To provide a classroom environment in which students feel welcome and valued.
- To establish a safe, clean, tidy and stimulating environment for students, rooted in mutual respect.
- To set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- To manage behaviour effectively to ensure a good and safe learning environment.
- To have high expectations of behaviour, and use a range of strategies including praise and rewards consistently and fairly.
- To establish a positive relationship with students and actively encourage student's independence, self-esteem and self-awareness.
- To model strategies designed to encourage appropriate behaviour and to promote students' psychological and emotional well-being.
- To reinforce appropriate behaviour in a variety of settings to facilitate access to the curriculum and to support appropriate behaviour at unstructured times, e.g. breaks and lunchtimes.
- To build positive partnerships with parents / carers and with other professionals to support students.
- To support mainstream staff and staff in other provisions in the application of appropriate and consistent behaviour management strategies and to encourage acceptance and inclusion of students with Autism, SEMH and other learning difficulties.

## 6. Wider Professional Responsibilities

- To make a positive contribution to the wider life and ethos of the school.
- To liaise with other professionals to ensure students are able to access and engage in learning, any barriers to learning are removed and to ensure positive transition and progression.
- To support the implementation of the vision of the school, ensure it is clearly articulated, shared, understood and acted upon effectively by all.
- To contribute to the development of a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

## 7. General Responsibilities and Expectations

- To contribute to the overall ethos/work/aims of Haverstock School and H3 Federation.
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the Federation's CPD programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches and de-escalation.
- Recognise your own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health.
- To attend and participate in meetings as required.
- To observe the Code of Conduct at all times, and comply with all policies and procedures.
- To present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
- To promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head of School.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

**EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

**COMMENSURATE STATEMENT**

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the manager.

**CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Head of School

## Person Specification

### SEND Teacher ARP

<p>Education, Qualifications &amp; Experience</p>	<ol style="list-style-type: none"> <li>1. Graduate with qualified teacher status.</li> <li>2. Appropriate level of knowledge and understanding of curriculum subject area</li> <li>3. Evidence of continuing professional development or further professional study in their specialist lead area</li> </ol>
<p>Knowledge, Skills &amp; Understanding</p>	<ol style="list-style-type: none"> <li>1. Strong classroom practitioner.</li> <li>2. Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEMH, including the SEND Code of Practice 2015</li> <li>3. Understanding of the principles of effective learning for children with SEMH and the ability to promote a culture of learning throughout the school</li> <li>4. Understanding of the principles of good curriculum provision.</li> <li>5. Understanding of the role of assessment in students' learning</li> <li>6. Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion</li> <li>7. Effective ICT skills</li> <li>8. Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience</li> </ol>
<p>Professional Expertise</p>	<ol style="list-style-type: none"> <li>1. Develops excellent relationships with students.</li> <li>2. Ability to be a role model for young people.</li> <li>3. Ability to communicate effectively with staff, parents and students, and to work as part of a team.</li> </ol>

<p>Monitoring, Evaluation, Review &amp; Accountability</p>	<ol style="list-style-type: none"> <li>1. Has the skills and aptitude to lead and manage support staff and to be accountable for student outcomes.</li> <li>2. Ability to monitor performance (student, curricular, faculty, pastoral).</li> <li>3. Is able to evaluate and review progress and evaluate and implement change as necessary.</li> </ol>
<p>Other Professional Requirements</p>	<ol style="list-style-type: none"> <li>1. The post holder will need to have a flexible and responsive attitude to changing work environments and staffing structures.</li> <li>2. A willingness to initiate and participate in both cross curricular and co-curricular activities.</li> <li>3. Has the ability to work with parents, external agencies and the wider community.</li> <li>4. Determination to promote a culture that celebrates success.</li> <li>5. Desire and aptitude to develop professionally beyond this post.</li> <li>6. The post holder must display excellent interpersonal skills and apply these to develop relationships with all teaching and support staff, the multi-agency team, parents / carers and students.</li> <li>7. Excellent motivational skills to engage students with a range of complex needs in their curriculum area.</li> </ol>