



Job Description			
Role	SEND Teacher	Reports to	Head of Resource Base
Pay Scale	MET-MPR with SEN uplift	Hours of work	1.0FTE
Purpose	<ul style="list-style-type: none"> To undertake the teaching of SEN students with Education Health and Care Plans placed within the Resource. To provide a quality of teaching and learning provision and ensures all students make progress in line with their flight paths. Support students from the Resource in their mainstream lessons, differentiating where appropriate. Produce student progress reports, monitor student social communication development, contribute to provision mapping and annual reviews for students Support staff training to meet the needs of the students in the mainstream setting Supervise and guide the work of any support staff (including Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs) who are assigned to work with post holder's classes/students To provide pastoral support and guidance for all students in the post holder's care, classes or tutor group To contribute to the overall development work of the teaching and learning area team. 		
Scope	Main contacts: Students, Staff, Parents/carers	Staff responsibilities: None	Financial accountability: None
Accountabilities	<p>Generic The following generic responsibilities are consistent for all Classroom Subject Teachers:</p> <ul style="list-style-type: none"> The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience). <p>Teaching:</p> <ul style="list-style-type: none"> 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 students to make good progress To have high aspirations and set challenging targets for all students To set high expectations for students' behaviour, learning, motivation and presentation of work 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/student within the group Take account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge Set work for students absent from school in line with school policy. To manage the behaviour and discipline of students within the classroom in line with the school's Behaviour Policy. 		

- To ensure that teaching room, resources and equipment are maintained in good order, with particular regard to Health & Safety and security of property
- To use ICT and other technologies and learning resources as learning tools to inspire and motivate learners
- To ensure that a stimulating learning environment is maintained in the classroom, including provision of a high quality of display

Assessment Recording and Reporting:

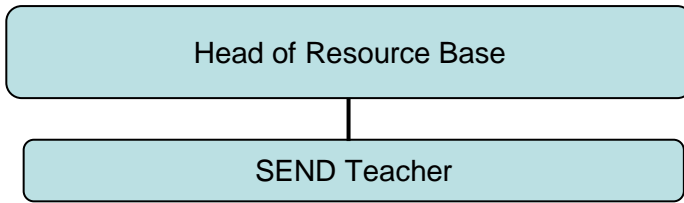
- To maintain notes and plans of lessons undertaken and records of students' work, their attendance and attainment
- To mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement
- To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records
- Use data and teacher records to set aspirational targets and plan challenging activities
- To report and record student attainment, progress and results of assessments within the school's recording and reporting structure
- To set and mark examinations assessments and coursework.
- 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
- Be familiar with school records and information relating to students who have additional needs (including those who are gifted and talented) and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress.

Pastoral Responsibilities:

- To take responsibility for promoting and safeguarding the welfare of children and young persons
- To participate in the pastoral organisation of the school as a form tutor (in the Indigo Resource)
- To be the first point of contact for parents/carers in the assigned tutor group
- To monitor and set targets for the social and academic progress of individuals in the tutor group
- To undertake responsibility for the delivery of tutorial programmes to the tutor group as required
- To promote good attendance and punctuality and monitor in accordance with the school's Attendance Policy providing support/intervention for those who find it hard to maintain high standards.

General Professional Responsibilities:

- To attend meetings as part of the agreed meeting cycle
- To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, T & L Area and whole school improvement work
- To support and implement all relevant teaching and learning area policies
- To act as a role model to students in respect of dress, attendance and punctuality and general conduct
- To ensure that all deadlines are met as published in advance
- 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.

	<p>Additional Note</p> <p>Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching & Learning Area team in line with statutory requirements to meet threshold standards.</p> <p>In particular teachers at UPS 1 / 2 / 3 will:</p> <ul style="list-style-type: none"> • Provide a model of high quality professional practice • Make a distinctive contribution compared with MPS teachers • Consistently provide at least a good quality of teaching and learning for students, with potential to develop outstanding practice • Make a significant contribution to the improvement of work of the School <p>This is the current job description and is subject to annual review and may, after discussion with the teacher, be changed.</p>
Personal Attributes	<ul style="list-style-type: none"> • Experience of working with students with special needs, particularly Autism and social, emotional and mental health difficulties • Show a commitment to raising opportunities and progression of our learners and support them in all aspects of their learning both in the resource and in their mainstream lessons • Experience and desire to direct and mentor classroom support staff • Plan and teach differentiated lessons and support staff in the mainstream to further develop the pupils' progression • Have the ability to envision, enthuse, inspire and motivate students, staff and parents
Organisational Chart	 <pre> graph TD A[Head of Resource Base] --> B[SEND Teacher] </pre>

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check

Signed
(post holder)

Date

May 2021