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SEND Teacher – Informal / Developmental Pathway

Salary Range: M1 – UPS3 + SEND allowance

Start date: As soon as possible

Contract Type: Permanent. Full time. Subject to a probation period.

Hours: In line with 1265 guidance

Advert Closing Date: 12th May

Expected Interview Date: 18th May

Main purpose

A Pegasus SEND teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

It will be an advantage if you have experience teaching KS2/KS3 in a special school, or EYFS/KS1 in a mainstream school.

Duties and responsibilities

Teaching

- An in-depth understanding of ASC, SLCN and other associated needs
- Experience teaching in a special educational setting, particularly working with KS2/KS3 children who are working below ARE following an informal/developmental pathway.
- Plan and teach well-structured lessons, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

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- › Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Professional development

- › Take part in the school's appraisal procedures
- › Take part in further training and development in order to improve own teaching
- › Take part in the appraisal and professional development of others, where appropriate

Working with colleagues, families and relevant professionals

- › Collaborate and work with colleagues and other relevant professionals within and beyond the school
- › Develop effective professional relationships with colleagues
- › Communicate effectively with pupils, parents and carers
- › Take part in the organisation and implementation of the EHCP annual review process

Personal and professional conduct

- › Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- › Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- › Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Safeguarding

- › Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- › Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- › Promote the safeguarding, safety and wellbeing of all pupils in the school
- › Manage behaviour effectively using a relational approach, to ensure an effective and safe learning environment.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • SEND qualification

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	<ul style="list-style-type: none"> • Degree 	
Experience	<ul style="list-style-type: none"> • Successful teaching experience in a SEND setting • Experience of supporting children with Autism and associated needs. • Good practice in social inclusion. 	<ul style="list-style-type: none"> • Experience of developing links across the community. • Experience working with KS2/KS3 children who are working below ARE following an informal/developmental curriculum.
Skills, Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of effective teaching and learning strategies • A good understanding of how children learn, particularly children with ASC and SLC needs • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Good practice in socialisation and personalised learning. • Effective behaviour management skills focusing on relational approaches. • Provision for children who are 'at risk' and vulnerable. 	<ul style="list-style-type: none"> • Partnership working. • Knowledge of an informal/developmental curriculum, including life skills • A good understanding of the EHCP annual review process • Be able to use Makaton as part of a total communication approach.
Attitudes and Qualities	<ul style="list-style-type: none"> • Emphasis on the child at the center of learning. • Commitment towards continued professional development. • Approachable, empathetic and patient. • Honest and trustworthy. • Well organised and able to meet deadlines. • Resourceful, reflective and able to problem solve. • Motivated and hard working. • Ambitious both for self and students • A commitment to the relational approach • A commitment to equality and diversity 	<ul style="list-style-type: none"> • Imaginative and creative.
Equal Opportunities	<ul style="list-style-type: none"> • Commitment to all students and the School's Equal Opportunities Policy. 	<ul style="list-style-type: none"> • Knowledge and understanding of the Disability Discrimination Act.

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	<ul style="list-style-type: none">• Interested in young people and how they learn, developing ways of removing barriers to learning.	<ul style="list-style-type: none">• Knowledge of Equalities Act
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Notes:

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.