**Job Description**

**Worthing High School**

***Always Pursue Excellence***

**POST: SEND TEACHER**

Accountability: Head of Inclusion

Responsibilities: Teaching small Literacy groups/Nurture English groups/Lead on a specific area/s of need within the Inclusion Department/ Keyworker to students on the Inclusion Register/Line management of support staff

**Main Duties: Teaching and Learning**

* To teach exemplary lessons to students with identified needs or as directed.
* To administer and analyse standardised and diagnostic tests.
* To plan and deliver whole group lessons within Inclusion or nurture English lessons
* To plan and deliver precision teaching programmes in identified areas of need.
* To plan and deliver programmes of study to Key stage 3 and 4 students.
* To plan and deliver vocational qualifications as required.
* To undertake relevant training, as required.
* To support identified students in mainstream classes, ensuring access to the curriculum through adaptive teaching, teaching approaches and liaison with subject teachers.
* To ensure that students’ needs are met in a responsive way, in line with the concept of inclusive learning.
* To work in close collaboration with other members of the Inclusion team.
* To keep abreast of national and research developments in areas of SEN.
* To observe the school’s policies and procedures.
* To assist in the smooth running of the school.
* To lead on a specified area of need within the Inclusion department.
* To line manage support staff.
* To support the head of inclusion in administering and identifying CPD for the wider school.

**Main Duties: Inclusion Keyworker**

The Keyworker is responsible for the Personal Programmes and monitoring of designated students on the Inclusion Register.

* To maintain and update the Inclusion register and Provision Map
* To be the main contact with parents concerning SEND issues for identified students.
* To conduct Provision Reviews, co-produce and update ILP’s and negotiate targets.
* To discuss provision with the Head of Inclusion as appropriate.
* To advise teaching staff about strategies to support the student in mainstream lessons.
* To inform the Head of Inclusion about changes in provision and student circumstances.
* To complete setting reports and provision maps for Annual reviews and chair Annual Review meetings.
* To compile evidence for EHCNA as appropriate, under the direction of the Head of Inclusion.
* To liaise effectively with LSAs working with the designated students.
* To initiate and attend multi-agency meetings, as necessary.

**Other specific duties:**

* to play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
* to promote actively the school’s corporate policies
* to continue personal development as agreed
* to comply with the school’s health and safety policy and undertake risk assessment as appropriate
* to undertake any other duty as specified by STPCB not mentioned in the above

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

These duties are neither exclusive nor exhaustive and the postholder may be required to undertake other duties and responsibilities without changing the general character of the post and commensurate with the grade.

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.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition*.*

Please note, because of the nature of this job, if you are successful in your application you will be subject to an enhanced Disclosure and Barring Service with barred list check. This will be done by means of applying for a DBS certificate through the Disclosure and Barring Service. Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent. Clearance will be obtained before employment commences.

**Person Specification**

**Worthing High School**

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**POST: SEN TEACHER**

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| --- | --- | --- |
| **Qualifications and Development** | **Essential** | **Desirable** |
| QTS | ✓ |  |
| Graduate | ✓ |  |
| Post graduate level teaching certificate or equivalent  |  | ✓ |
| SEN Teaching Qualification |  | ✓ |
| Evidence of on-going CPD in SEN |  | 🗸 |
| **Experience** |  |  |
| Experience of teaching students with SEN. | 🗸 |  |
| Experience of working within a multi-disciplinary team | 🗸 |  |
| Experience of precision teaching | 🗸 |  |
| Experience of relevant administration duties |  | 🗸 |
| Experience of line managing staff |  | 🗸 |
| Experience of delivering CPD |  | 🗸 |
| Experience of communicating needs to key stakeholders. |  | 🗸 |
| Experience of teaching at KS3 and 4 |  | 🗸 |
| Experience of teaching English at Key Stage 3 |  | 🗸 |
| **Knowledge** |  |  |
| Knowledge of standardised and diagnostic testing |  | 🗸 |
| Knowledge of appropriate teaching and behaviour management strategies for a range of SEN | 🗸 |  |
| Knowledge of the SEN Code of Practice, current initiatives and principles of Inclusive education | 🗸 |  |
| Knowledge of assistive technology |  | 🗸 |
| Knowledge/interest in a specific area of SEND. | 🗸 |  |
| Knowledge of English GCSE requirements and/or vocational qualifications. |  | 🗸 |
| **Skills and competencies** |  |  |
| Good ICT skills | 🗸 |  |
| Good oral and written communication skills | 🗸 |  |
| Good organisational skills, particularly with regard to monitoring and evaluation of progress | 🗸 |  |

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| **Attributes** | **Essential** | **Desirable** |
| Ability to work flexibly | 🗸 |  |
| Ability to organise own time and resources | 🗸 |  |
| Ability to work within a team | 🗸 |  |
| Strong problem solving skills | 🗸 |  |
| Innovative and creative approach to teaching and learning | 🗸 |  |
| Good interpersonal skills | 🗸 |  |

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| **Other Qualities** |  |  |
| Candidates must be suitable to work with children, ascertained by clearance through the DBS including barred list check | ✓ |  |

February 2025