

JOB DESCRIPTION

The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.

Job Title:	Budehaven ARB Teacher
Salary/Range:	UPS + SEN
Hours:	Full Time – in accordance with STPCD
Base:	Budehaven ARB based at Budehaven Community School
Responsible to:	Assistant Head/Headteacher
Direct Supervisory Responsibility for:	HLTA/Team Lead/TAs/PCAs
Important Functional Relationships: Internal/External	Headteacher, Executive Headteacher, Executive Director, Senior Leadership Team, staff, pupils, parents, governors Community groups, LA, partner schools, national bodies/organisations, media

Main Purpose of Job:

- To teach pupils in the ARB across all subjects
- To make appropriate arrangements for the pupils' pastoral care and personal development whilst establishing working relationships with their parents or carers.
- To co-ordinate the work of HLTA and Teaching Assistants. This includes managing pupils' personal care needs.
- To fulfil associated duties which are required to meet the Teachers' Standards.
- To implement the school's policies and procedures.
- To have regard to all matters pertaining to safeguarding.

Main Duties and Responsibilities:

Pastoral Responsibilities:

- To support the emotional and social wellbeing of pupils.
- To be aware of, and to communicate, the background information relating to pupils and follow guidance with regards to behaviour management within the group and the wider school.
- Contribute to the development of management strategies for our most complex pupils.
- Promote equal opportunities and inclusion.
- To establish a positive and professional channel of communication with parents and carers
- To effect and sustain professional contact with parents, carers and professional agencies.
- To prepare and collate information for Reports, Annual EHCP reviews and attend meetings as necessary.
- To monitor pupils with regards to their attainment, attitude for learning, behaviour, attendance and their social and emotional wellbeing.
- To assist with the development of support plans for pupils and to communicate these to colleagues.

Teaching Responsibilities:

- To plan and prepare appropriate and differentiated work for all pupils within both 'Learning to Learn' and 'Ready to Learn' Pathways.
- To give meaningful feedback to pupils about their learning and how to make further progress.
- To mark work according to the Marking Policy.
- Maintain current detailed records of progress.
- Understand and be able to articulate your data.

- Have regard for the vulnerable groups within school and be able to articulate how their needs are met within your teaching.
- Meet the deadlines for data drops.
- Complete academic reports.
- Identify best practice and disseminate it amongst colleagues; participate in the on-going review and development of the curriculum, resources and pedagogy.
- To carry out other tasks which may be related to the general wellbeing of our pupils
- To order, distribute and maintain the materials required for your group.
- To follow statutory requirements
- To contribute to the monitoring and evaluation of teaching and learning, pupil progress, policy review and any faculties with which you are aligned.

Communication and Liaison

- Attend INSET and contribute to agenda and training for ARB TA team.
- Represent the ARB at other meetings, where appropriate
- Meet formally and informally with the line manager over matters relating to teaching and learning, classroom management and personal professional development
- Communicate and work effectively with other members of staff
- Maintain appropriate contact and consult with parents/carers of students as necessary
- Work proactively with the school's HLTA and TA team to ensure students within the ARB receive appropriate levels of support.

General/Other:

Teachers Pay and Conditions

- The post holder will be required to carry out such duties outlined in the current School teachers' Pay and Conditions document at the request of the CEO / headteacher
- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.
- In the interest of staff wellbeing, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.
- To maintain the utmost confidentiality with regard to all reports, records and personal data and other information of a sensitive or confidential nature
- To be aware of and adhere to all Trust policies and procedures
- To be responsible for your own continuing self-development and attend meetings as appropriate
- To undertake other duties appropriate to the post as required

Person Specification:

	Essential	Desirable	Recruiting method
Education and Training	Qualified Teacher Status (this post is not suitable for an NQT application)	Undertaken training in Special Education.	Application
		Undertaken training for learners with ASD	Application

		Evidence of personal commitment to continued professional development	
Skills and Experience	<p>Sensitivity to the personalised learning requirement of children with complex needs.</p> <p>Ability to manage pupils who present behaviour which may show challenge as a result of their communication difficulties.</p> <p>Ability to lead, direct, manage and work effectively as a member of a team with responsibility to develop the skills, knowledge and understanding of colleagues via the performance management process.</p> <p>Good communication skills.</p> <p>Effective ICT skills.</p> <p>Ability to skilfully interact with children with complex needs, encouraging the acquisition of appropriate skills and attitudes.</p> <p>Has worked directly with pupils with SEN and/or disabilities.</p> <p>Has experience of teaching pupils who work within P Scales or lower.</p> <p>Understand and are able to implement a 'Total Communication' approach and environment.</p>	Has worked as part of a multi-professional team	Application/Interview/Assessment
Specialist Knowledge and Skills	Demonstrates knowledge of how children learn and the best way to encourage their development through high quality teaching and learning sessions.	<p>Knowledge of programmes of work for children with SEN.</p> <p>Knowledge of the learning needs of pupils with significant social</p>	Application/Interview/Assessment

	<p>Demonstrates a robust understanding of assessment of learning, using such assessment to inform future teaching and learning. Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p> <p>Knowledge of the Annual Review process</p>	<p>communication difficulties</p> <p>Some knowledge of the EHC process</p> <p>To have used a range of teaching strategies e.g. TEACHH/Attention Autism</p> <p>Knowledge of Sensory Needs Engagement</p>	
<p>Behaviours and Values</p>	<p>Warm, friendly and a good team member.</p> <p>Open to learning and flexible to changing circumstances</p> <p>Empathetic to individual needs of children</p> <p>Commitment to Inclusion</p> <p>Commitment to working with parents and multi-agency teams</p>		<p>Application/Interview/Assessment</p>