Job Description

For Non-Streamlined Safeguarded Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Specialist Teacher	JEID	
Salary Grade:	TMS / UPS + SEN point depending on experience		
Team:			
Service Area:	Education		
Primary Location:	Race Leys Infant School, Bedworth		
Political Restriction	This position is not politically restricted.		
Responsible to:	Headteacher		
Responsible for:	• Professional support of Specialist Teaching Assistants • Teaching in a SEND Resourced Provision supporting children with **Communication and Interaction Needs or SEMH needs dependent on provision**		

Role Purpose

SEND Specialist Teacher contributes to the following:

Every child and young person in Warwickshire will:

- Attend a good or outstanding school or setting;
- Achieve well whatever their starting point or circumstances; and
- Go on to positive destinations

This job description is framed by the National Professional Standards for Teachers. The framework for the standards is progressive, reflecting the progression expected of teachers. Post threshold teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards, continue to develop expertise and provide regular coaching, mentoring and training to less experienced colleagues.

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Role Responsibilities / Job Description

- To carry out assessment for learning which includes dialogue, evidence and evaluation and informs future personalised teaching and learning.
- To develop and share teaching and learning strategies which enhance the ability of students to focus on their learning skills and take ownership of their own progress.
- To develop and share creative approaches which integrate individual student performance with well-being and inclusive approaches with attainment.
- To promote, develop and sustain strong partnerships beyond the classroom which include home, other agencies and community partnerships.
- To promote and support the shared values of continual improvement, accountability and high quality provision.

Note:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to references, proof of qualifications and an enhanced CRB disclosure.

The school is committed to the principles of equal opportunity with regards to race, culture, gender, religion, sexual orientation and ability.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), teaching exercise (T), an interview (I), or documentation (D).

Essential Criteria

	Assessed By:
Qualified Teacher Status	A, D
Good Degree	A, D
Substantial recent experience of teaching in a mainstream school (during the past 5 years)	A, D
Evidence of successful teaching experience with vulnerable children.	A, I, D
Good interpersonal skills and emotional resilience in working with children.	I, D
Up to date knowledge of Local Authority and National expectations for SEND including 2014 SEND Code of Practice including knowledge of EHCP and their implementation.	A/I
Excellent communication skills	I
Highly skilled in working in partnership with colleagues	T, I
Good problem solving skills and time management	T,I
Good awareness of and clear ability to safeguard children by developing appropriate relationships, personal boundaries and maintaining discipline.	I, T
Recognition of the value of integrated working and common assessment.	I
Ability to work well unsupervised and use initiative effectively.	A, I, T
Confidence to review own performance and undertake continuous professional learning.	I
Meet the Nationals Standards for teachers and (where applicable, those for UPS)	A, I, D

Desirable Criteria

	Assessed By:
Experience of working/developing a SEN Provision or within a similar support service.	A, D
Experience of positively influencing the practice of others, including delivering INSET.	A, D, I

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a Disclosure and Barring (DBS) check will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.	
☐ Provision of personal care on a regular basis	☐ Driving HGV or LGV for work
☒ Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	☐ Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
☐ Working at height/ using ladders on a regular/ repetitive basis	☐ Restricted postural change – prolonged sitting
☐ Lone working on a regular basis	☐ Restricted postural change – prolonged standing
☐ Night work	☐ Regular/repetitive bending/ squatting/ kneeling/crouching
☐ Rotating shift work	☐ Manual cleaning/ domestic duties
☐ Working on/ or near a road	☐ Regular work outdoors
☒ Significant use of computers (display screen equipment)	☒ Work with vulnerable children or vulnerable adults
☐ Undertaking repetitive tasks	☒ Working with challenging behaviours
☐ Continual telephone use (call centres)	☐ Regular work with skin irritants/ allergens
☐ Work requiring hearing protection (exposure to noise above action levels)	☐ Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
☐ Work requiring respirators or masks	☐ Work with vibrating tools/ machinery
☐ Work involving food handling	☐ Work with waste, refuse
☐ Potential exposure to blood or bodily fluids	☒ Face-to-face contact with members of the public
☐ Other (please specify):	