


Job Description		
School	South Cumbria Pupil Referral Service	
Job Title	Specialist Teacher	
Salary Scale	Teacher's Pay Scale + SEN Allowance (dependent on qualifications)	
Date	May 2021	

Context

Cumbria Local Authority is committed to supporting schools to provide inclusive education for children and young people with special educational needs.

Children's Services are committed to working in partnership with schools, families and other agencies to enhance personal, social and academic achievement of all pupils. We do this by working together using our distinctive and complementary skills.

It is our belief that children will not achieve their learning potential if their social and emotional needs are not met. We work with others to provide a continuum of response that ensures statutory duties are fulfilled with an emphasis on partnerships with schools, prevention and early intervention to address social, emotional and behavioural difficulties.

PRU's form an integral part of the continuum of response and specifically provide part and full-time education for pupils from 7-16 years, who are permanently excluded from schools, at risk of permanent exclusion or who cannot attend school due to medical conditions. At Key Stages 2 and 3 the emphasis is on time limited placements working in partnership with school. At Key Stage 4 the emphasis is on preparation for opportunities post 16.

Please also see www.southcumbriaap.org.uk for further information.

PURPOSE

- To work sensitively and positively with pupils exhibiting social, emotional, and mental health difficulties (SEMH).
- To implement and deliver the curriculum to Key Stages 2, 3 and 4 incorporating the National Curriculum requirements and in line with the curriculum policies of the school.
- To facilitate, support and monitor the overall progress and development of your class.
- To foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential.
- To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children.

REPORTING TO

Senior Leadership Team and Management Committee

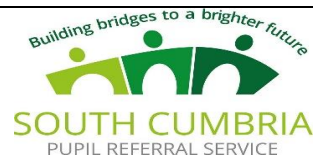
RESPONSIBLE FOR

- Directing and supervising the work of the support staff in the classroom, to ensure that they are progressing the learning of pupils at all times.

- Co-operation and liaison with other professionals, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers).

GENERIC RESPONSIBILITIES

- To teach pupils in your class according to their educational needs, including the setting and marking of work.
- To assess, record and report on the attendance, progress, development and attainment of assigned pupils and keep such records as are required by the school's systems.
- To ensure a high quality learning experience for pupils, which meets internal and external quality standards.
- To use a variety of delivery methods appropriate to pupils' learning styles and the varying demands of curriculum areas.
- To provide a positive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
- To set high expectations for pupils' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school's behaviour policy and systems.
- To participate in duty rotas.
- To be responsible for the co-ordination of a curriculum area, including ensuring a relevant and appropriate curriculum policy is produced and reviewed, according to the school's schedule, and is complimented by associated schemes of work.
- To monitor and evaluate learning within the curriculum area in line with the school's monitoring cycle. (This may include observation or use other approaches, work sampling, planning, review etc).
- To collate and analyse information relating to the standards achieved in the curriculum for presentation to the Leadership Team.
- To audit resources in the curriculum area.
- To secure and allocate the resources necessary to deliver the curriculum area within an allocated budget.
- To support mainstream colleagues in the management of behaviour.
- To advise and support other members of staff on the content and delivery of the curriculum area.
- To identify and secure provision of appropriate in-service professional development in relation to the curriculum area, with the support of the Leadership Team.
- To contribute to the formulation and evaluation of the school's assessment practice in relation to the area of the curriculum for which lead responsibility is held.
- To communicate effectively with parents of pupils and with persons or bodies outside the school who are concerned with the welfare of pupils, after consultation with appropriate staff.
- To contribute to the personal, social, health, citizenship and enterprise education of pupils according to school policy.
- To work as a member of a designated team and contribute positively to effective working relationships within the school.
- To actively engage in appraisal.
- To contribute to the formulation and implementation of the School Improvement Plan and associated action plans, as appropriate.
- To follow and actively promote the school's policies.
- To comply with health and safety policy and undertake risk assessments as appropriate.
- To actively pursue own personal and professional development

Personal Specification		
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Job Title	Specialist Teacher	
Salary Scale	TP&C	
Date	May 2021	

www.southcumbriaap.org.uk
pru.south@cumbria.gov.uk

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified teacher status Degree or equivalent in relevant subject area Evidence of continuing training and professional development. 	<ul style="list-style-type: none"> Additional qualification in teaching children with Social, Emotional and Mental Health (SEMH) difficulties, for example, Advanced Certificate or Diploma
Employment Experience	<ul style="list-style-type: none"> Evidence of recent and substantial experience teaching students in a mainstream or specialist setting in key stage 2 including those with Special Educational Needs. Evidence of working with individual students and small groups with additional needs and having contributed to the assessment and tracking of needs and progress. Proven successful experience of working effectively with professional colleagues, parents/carers to support pupil progress. Proven successful experience of working as part of a team. Proven successful experience of teaching to a high standard in accordance with the OfSTED framework. 	<ul style="list-style-type: none"> Recent teaching experience in a mainstream or specialist setting at key stages 3 and 4 Experience of teaching to GCSE standard Experience of teaching in a PRU or Alternative Provision setting Experience of being Lead professional for an Early Help and/or applying for and implementing Education Health & Care Plans
Professional attributes / Skills	<ul style="list-style-type: none"> An ability to motivate learners Ability to work co-operatively with other teachers, teaching assistants and other specialists in order to secure stimulating learning environment to maximise the achievements of pupils with Emotional, Behavioural and Social difficulties. Ability to work collaboratively with professional colleagues from different services and/or agencies to secure the educational progress of pupils with SEMH in a multi-professional/agency context. Strategies to cope securely with frustration and/or conflict situations and provide a positive role model for pupils experiencing SEMH High level of oral and written communication and analysis skills. A willingness to adapt to changing circumstances, initiate and respond to new ideas. 	<ul style="list-style-type: none"> A knowledge and understanding of the legislative framework and current thinking in respect of responses to, and provision for pupils exhibiting SEMH. . Ability to demonstrate best working practices, and to work alongside mainstream colleagues in increasing their confidence to work with pupils SEMH
Knowledge and Understanding	<ul style="list-style-type: none"> Substantial knowledge with practical experience in respect of the theory and practice of special educational needs provision. A thorough knowledge of the National Curriculum and its application, in the education of pupils with SEND. 	<ul style="list-style-type: none"> Knowledge of relevant accreditation routes outside mainstream settings

Other	<ul style="list-style-type: none"> • Sensitivity to and appreciation of the contribution which different professional groups make in providing for pupils with SEMH • Sensitivity to and professionalism in discussing and reporting individual learning and developmental difficulties. • Flexible in approach and resilient to work in challenging situations and passionate about making a difference to the lives of our pupils. • Ability to listen, negotiate and make decisions having considered a wide range of options. • Commitment to uphold and engage in the school's ethos. 	
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