

**TEACHING STAFF**

**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Specialist Teacher – The Arch: Specialist Cognition and Learning Hub
<b>CONTRACTED HOURS</b>	Full Time
<b>LOCATION</b>	Haverhill Hub
<b>GRADE / SCALE POINT – SALARY</b>	MPR/UPR & SEN Allowance
<b>REPORTING TO</b>	Headteacher

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

**JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To provide specialist advice and support to staff and parents in relation to children and young people with significant cognition and learning needs within mainstream schools and educational settings.

Primarily you will support students by planning, adapting and delivering high quality lessons to students with the following needs: specific learning difficulties (SpLD); reading and spelling; numeracy; handwriting; motor skills and working memory.

## **KEY TASKS & RESPONSIBILITIES**

### **Specialist Provision**

1. To support the growth of The Arch into its second year, responding to the needs of the students, and developing the curriculum and culture of the hub.
2. Plan for and deliver provision for students with SEND, including directing the work of teaching assistants attached to the group/class.
3. Actively support curriculum development, assessment, identification and provision of support for students with cognition and learning needs as outlined in SEND Code of Practice (2015).
4. To monitor and report upon the provision made students within The Arch, maintaining upto date records to track their progress.
5. Contribute to the education, health and care needs review process and provide educational advice as appropriate.
6. To initiate, lead or contribute to regular child and young person focused meetings, ensuring the voice of children, young people and families is represented and ensuring decisions taken at these meetings are implemented in a timely manner.
7. Contribute to specialist teaching programmes, including parent programmes, and work with other professionals to develop suitable provision for students with cognition and learning needs.
8. Support the transition of students with significant cognition and learning needs between settings.
9. Make use of the available resources in The Arch effectively, highlighting areas for development and investment with the Provision Lead.
10. Keep up-to-date with knowledge of SEND, undertaking professional development opportunities relating to special educational needs where appropriate.
11. Contribute to the Improvement Planning process in relation to Trust SEND Provision.

### **General Teaching Responsibilities**

1. Engage in implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation.
2. Comply with and uphold the policies of the school.
3. Fully understand and comply with the school's policy on safeguarding. Remain alert to students' pastoral needs and provide support, in conjunction with Hub's Provision Lead, school's SENDCo and Teaching Assistants (TAs).
4. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems. High standards of behaviour should be expected at all times.
5. Work as part of the school's teaching team and actively behave as a team member to support colleagues.
6. Oversee and work closely with TAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required.
7. Ensure that the learning spaces provide a welcoming and stimulating environment to students and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled.
8. Make effective use of PPA time to raise standards.
9. Lead assemblies or acts of reflection as required.
10. Play an active role in the full life of the school.

### **Specific Responsibilities Class Teacher:**

1. Teach the designated class / group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.

2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the children and specifically their EHCP
3. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy.
4. Develop home-school links with parents/guardians of students in the class / subject group(s).
5. Complete regular assessment records for the class / subject group(s), using the school's systems, including preparation of Student Progress Reports for presentation to the Headteacher, Senior Leadership Team and Governing Body, as appropriate.
6. Complete student reports for presentation to parents / guardians (academic report and the achievement, effort and social report); meet students' parents at parent evenings.
7. Manage and monitor the work of other adults in the classroom (including volunteers).
8. Liaise closely with the SENDCo and lead teacher regarding the learning needs of students.
9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Second class degree or higher</li> <li>• Relevant Teaching Qualification</li> <li>• English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT) accreditation test level)</li> <li>• ICT QTS accreditation test level or European Computer Driving Licence (ECDL)</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant SEN qualification or training</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>• High levels of education subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum</li> <li>• Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s)</li> <li>• Evidence of successful leadership of a project or initiative</li> <li>• Evidence of effective team working</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with SEN children in an educational setting</li> <li>• Experience of planning and delivering a literacy curriculum.</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Ability to read and understand instructions</li> <li>• Ability to complete basic paperwork</li> </ul>	
<b>Organisational</b>		<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures.</li> </ul>
<b>Key Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Positive disposition to implementing the Schools' educational vision</li> <li>• Willingness to work across the Trust's schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s) who have SEN.</li> </ul>	
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team</li> <li>• Understanding of the management of change processes</li> <li>• Ability to maintain a consistent and continuous focus on pupil achievement</li> <li>• Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) pupil outcomes for pupils with SEN.</li> </ul>	
<b>Other Qualities</b>	<ul style="list-style-type: none"> <li>• High level of personal organisation skills</li> <li>• Good communication skills, both written and spoken</li> </ul>	

	<ul style="list-style-type: none"> <li>• Solution focused disposition and a positive attitude particularly to challenge and change</li> <li>• Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</li> <li>• Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education</li> <li>• Able to work as part of a broader inclusion and pupil support system</li> <li>• Ability to work as a team player and supportive of team working</li> <li>• Ability and willingness to develop own understanding and capability through advice and training</li> <li>• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</li> <li>• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</li> <li>• Ability to work across all Specialist Provision Units within the Haverhill hub of schools.</li> </ul>	
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