



Job description Teacher in Centre for Pupils with Moderate Learning Difficulties

This post involves working with a team of staff in the Moderate Learning Difficulties Centre (MLD) and with all staff throughout the school.

The details of the post are organised into the following key areas:

Development of the Centre

The teacher will:

- Collaborate with staff in maintaining a positive ethos in which all staff has high expectations for all pupils.
- Ensure all pupils have access to a broad, balanced and inclusive curriculum that meets their needs and helps prepares them effectively for adult life.
- Keep up to date with new thinking and good practice in Primary and SEND education.
- If requested be able to contribute to the School Development Plan and SEND Self Evaluation.
- Have an overview of the delivery of inclusive education for the Centre pupils throughout the school and ensure that there is consistency in quality and approach for every pupil.
- Work with the Head of Centre in setting appropriate objectives and targets for all pupils in the Centre.
- Use data to report on the needs of the Centre pupils in order to demonstrate pupil progress.
- Assist in the evaluation of the effective teaching and learning for all Centre pupils.
- Support with open evenings, parent workshops and school events to promote effective partnerships with parents.

Teaching and Learning

The teacher will:

- Plan, prepare and teach in the Centre for MLD in accordance with the school policies.
- Be able to write clear pupil reports, targets, annual reviews and Educational Health Care Plans (EHCP).
- Personalise and plan teaching and learning for each individual child, linked to the objectives set in the child's own EHCP/annual reviews and ensure it is in sufficient detail to meet their specific needs.
- Be accountable for raising attainment and improving the rates of progress for the pupils that they teach.
- Ensure that realistic expectations are set for Centre pupils and are consistently followed.
- Rigorously track pupil progress to ensure pupils make at least good progress against their personal targets.
- Ensure all children have access to the full curriculum, in accordance with the school policies on equality.
- Organise learning environment to promote children's learning and displaying children's work to celebrate their achievements.
- Use ICT consistently as a tool to help develop Centre pupils' basic skills and monitor the curriculum
- Ensure the pupil voice of Centre pupils is heard and taken into account by the Centre and school.
- Work closely with parents involving them in their child's learning.
- Clear commitment to continued professional development.

PERSON SPECIFICATION for the **Teacher in the Centre for Moderate Learning Difficulties**

Areas that are deemed as essential are in bold print. Candidates will be expected to be able to meet the majority of the other listed criteria if not all.

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| <ul style="list-style-type: none"> • Qualified Teacher Status • Minimum of three years teaching experience • Holding a relevant specialist qualifications or evidence of working towards obtaining such SEND qualifications • Evidence of commitment to ongoing professional development |
| <ul style="list-style-type: none"> • A record of good and outstanding teaching and assessment to a wide range of students at Key stage 1 and 2 • Experience of teaching within a designated unit for Special Educational Need and/or extensive experience of working with children with significant levels of special educational need • Experience of collaborating with mainstream staff to ensure pupil progress and inclusion for children with identified SEND • Experience of leading a team of support staff within an area of SEND. • Experience of dealing with a wide range of Special Needs, including pupils with challenging behaviours and more complex learning and communication difficulties. |
| <ul style="list-style-type: none"> • Strong self- motivation and the ability to work calmly under pressure • High expectations of both students and staff in the pursuit of educational excellence while maintaining positive, professional relationships with students, parents and staff. • A flexible approach to challenge and change and a positive “can do” mind set. |
| <ul style="list-style-type: none"> • Excellent written and oral communication skills. • Ability to use appropriate technology in delivering the curriculum. |
| <ul style="list-style-type: none"> • Good interpersonal skills and ability to work with staff at all levels • Ability to promote positive relationships with all stakeholders |
| <ul style="list-style-type: none"> • An ability to lead a team of support staff • A good knowledge of national curriculum requirements • Ability to use assessment for learning • A thorough knowledge of the rapidly changing world of SEND • Evidence of a creative approach to teaching |
| <ul style="list-style-type: none"> • Ability to promote, model and disseminate examples of quality first teaching practice throughout the school |
| <ul style="list-style-type: none"> • A clear commitment of principles and policies of equal opportunities and educational inclusion |