

Special Educational Needs and Disabilities Academy Trust (SENDAT)



JOB DESCRIPTION

JOB TITLE:	TEACHER – SENDAT MULBERRY PROVISION
GRADE / SP:	MAIN/UPPER PAY RANGE FOR TEACHERS WITH SEN1
CONTRACT:	PERMANENT
WORKING ARRANGEMENTS:	FULL TIME
REPORTS TO:	CEO VIA ASSISTANT HEADTEACHER
DATE:	FEBRUARY 2021

CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs across Suffolk and its border counties. All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

Mulberry is a joint project between SENDAT and John Milton Academy Trust for two pieces of provision:

KS2 group – linked to Mendlesham Primary School

KS3-4 group – linked to Stowupland High School

Peile is a joint project between SENDAT, the Active Learning Trust, Chantry Academy and Suffolk County Council to support KS3-4 classes at Chantry Academy.

Teaching and Support staff deployed to the SENDAT Mulberry / Peile provisions will be based at the relevant John Milton Academy Trust or Active Learning Trust site as SENDAT employees under SENDAT terms and conditions of employment.

All new appointments are subject to successful completion of probationary and induction training, as set out in the SENDAT Probationary Procedure.

MAIN PURPOSE OF ROLE

1. Provide inspirational and outstanding teaching, offering advice, guidance and support to students in a specific KS(s) at a designated Mulberry school site.
2. Provide a safe and secure educational and caring environment in which children and young people with complex moderate learning difficulties will receive specialist teaching to develop

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the self-respect, self-confidence, self-control, self-advocacy and self-dependence necessary for participation as members of their community.

3. Provide teaching which will promote each student's intellectual, physical, social, emotional, moral and spiritual development so that each can develop the knowledge, skills and understanding to integrate within the host school and wider community and aspire to adulthood characterised by:
 - Personal autonomy and responsibility for one's own life;
 - Productive leisure and recreation, useful work and economic self-sufficiency;
 - Social inclusion and community participation;
 - Roles within the family as self-dependent young adults, partners and/or parents.
4. Teach core subjects across the relevant Key Stage(s) curriculum as required.
5. Work in collaboration with teaching staff colleagues in the host school to teach any other subject across the relevant KS curriculum as required.

SUMMARY OF KEY DUTIES AND RESPONSIBILITIES:

1. Create and maintain a learning environment where students feel safe and ready to learn. Model and uphold the ethos and values of SENDAT and the host school. .
2. Work as an outstanding teacher for students with SEND.
3. Demonstrate the ability to be an inspirational teacher driven by a commitment to create the best possible education opportunities for young people to raise their aspirations and help build their confidence and self-esteem.

WORKING WITH OTHERS AND DEVELOPING SELF

1. Demonstrate a forward-thinking approach to teaching and learning, developing new areas of best practice in special education.
2. Collaborate closely with staff colleagues in the host school to support students accessing the Mulberry provision, enabling them to integrate and successfully access learning in their mainstream classes.
3. Show pro-active commitment to continuing personal professional development.
4. Work closely in support of staff colleagues to share resources and best practice in both the Mulberry provision and the host school.

ORGANISATION

1. Supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with the students.

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2. Take day to day responsibility for organisation and timetabling of the class, including effective deployment of non-teaching staff.
3. Maintain records of assessment, collect appropriate data, maintain students' individual education plans, risk assessments and behaviour support plans as required by both the SENDAT Mulberry and host school systems.
4. Take a leading role in planning activities and use of resources alongside other team members.

LINKS

1. Work collaboratively with parents /carers, in conjunction with host school teaching colleagues, to ensure they are fully cognisant of their child's progress and development at school;
2. Attend and actively participate in regular meetings with staff colleagues in the SENDAT Mulberry provision and in the host school, with parents /carers and with external agencies in support of students;
3. Work collaboratively with teaching and support staff colleagues across the host site to achieve the best possible outcomes for students, including organising/participating in joint events and activities on the host site;
4. Take part in in-service training and maintain professional development and review as required.
5. Establish and maintain positive links with the local community.
6. Impart specialist knowledge to colleagues, parents/carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge.

SPECIFIC DUTIES

TEACHING AND LEARNING

1. Assist students with SEND in the development of self-esteem, self-expression and self-advocacy.
2. Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate students' progress.
3. Maintain regular contact parents via telephone calls and contact parents regarding any significant incidents in lessons (both positive and negative). Work collaboratively with host school teaching staff colleagues to ensure that communications with parents are consistent and based on full information.
4. Identify students' strengths and priority needs to inform the content of Individual Education Care Plans (EHCPs) where necessary.

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5. Participate in developing Individual EHCPs for students where applicable. Take responsibility for building knowledge and understanding of students' needs by reading and contributing to Risk Benefit Assessments (RBAs), Educational Health Care Plans (EHCPs) and Individual Learning Plans (ILPs). Ensure that planning is linked to EHCPs and ILPs.
6. Contribute to report writing as required in accordance with published deadlines. Provide input to report writing by teaching staff colleagues in the host school as required.
7. Adapt and teach a broad, balanced and relevant curriculum for subjects taught within the SENDAT Mulberry provision which addresses the needs of individuals and groups of students taking account of their age, culture, ability and stage in education.
8. Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas as required.
9. Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum. Adapt lesson planning to successfully meet learning objectives and engage learners.
10. Actively support and promote the SENDAT and/or host school home/school agreement with regard to the management of student behaviour. Have clear behaviour expectations and exercise appropriate authority acting decisively when necessary.
11. Ensure the safety and supervision of students at all times, by maintaining up-to-date knowledge and understanding of individual Risk Benefit Assessments (RBAs) and following, and teaching agreed procedures in the event of emergencies / accidents.
12. Identify regular routines and teach students what is expected of them in the variety of school situations.
13. Liaise with teaching staff colleague in the host school to discuss and agree any support needed for students accessing the SENDAT Mulberry provision when they attend classes in the host school.
14. Manage the work of Special Teaching Assistants working in the class, directing their work and ensuring that they are kept informed about teaching methods, targets for individual students and other relevant information.

CURRICULUM

1. Work, with staff colleagues to develop the SENDAT Mulberry curriculum to meet the needs of individuals and groups of students with wide ranging moderate learning difficulties.
2. Identify the learning needs of students and contribute to the development of teaching and learning resources and strategies and to advise other staff teaching to help promote the continuing professional development of the whole teaching team.

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3. Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of students.
4. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work, using Arbor and other SENDAT ICT systems and the MIS systems of the host school as appropriate.
5. Carry out assessments as required by National Curriculum Statutory Orders and SENDAT policy so that all planning is informed by knowledge of students' learning.
6. Maintain a portfolio of work for each student to demonstrate the range of his/her abilities/skills/knowledge and his/her progress in all subjects.
7. Maintain bright, relevant and inspirational displays in the SENDAT Mulberry classroom. Contribute to displays in other parts of the host school site, ensuring that students' work and achievements are sensitively exhibited with an emphasis on celebrating success.

SPECIAL EDUCATIONAL NEEDS

1. Take pastoral responsibility for a group of Mulberry students and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the CEO / Assistant Headteacher, in collaboration with teaching staff colleagues in the host school.
2. Develop knowledge and understanding concerning:
 - the nature and effect of a special educational need on students' development and on the learning process;
 - the ways in which additional difficulties or disabilities, whether arising from society, the education system or the wider environment, can compound problems of access to learning and development;
4. Contribute to preparation for and participate in students' Annual Reviews, where applicable.

MANAGEMENT RESPONSIBILITIES

1. Co-ordinate, manage and lead educational visits and trips;
2. Liaise with the SENDAT Leadership Teams and actively contribute to whole Trust development.

SAFEGUARDING AND SAFER RECRUITMENT

1. The SENDAT Board of Directors is committed to safeguarding and promoting the welfare of children and young persons at all times. Teaching staff, under the guidance of CEO / Assistant Headteacher (SENDAT Mulberry), will be responsible for promoting and safeguarding the welfare of all children on the SENDAT Mulberry site, or with whom he/she comes into contact

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as part of the work, in accordance with the Trust's Safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

2. The post holder is required to disclose to the Trust details of any Police warning, caution, bind-over or conviction during relevant employment.

GENERAL

1. Actively contribute to and promote the overall ethos and values of the host school and SENDAT.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the host school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the SENDAT within host school, the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the CEO or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

SENDAT – Welcoming Diversity

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PERSON SPECIFICATION

Key criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS 	<ul style="list-style-type: none"> • SEN qualification or evidence of specialist autistic spectrum conditions training and development such as SCERTS, TEACCH, PECS,
Experience	<ul style="list-style-type: none"> • Outstanding special needs classroom practitioner • Achieving relevant outcomes for students with autistic spectrum conditions and complex needs • Understanding multi-agency working • Collaborative work with parents/carers • Understanding of specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour 	<ul style="list-style-type: none"> • Experienced in teaching students with autistic spectrum conditions and complex needs • Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour • Successful multi-agency working
Skills and abilities	<ul style="list-style-type: none"> • Working knowledge and understanding of the curriculum for the relevant Key Stage(s) • Working knowledge and understanding of how to personalise learning • Understanding of a sensory curriculum • Proven ability to differentiate across a variety of achievement levels • Proven ability to establish and maintain high quality planning and recording in line with Trust policy • Working knowledge of formative and summative assessment for pupils with autistic spectrum conditions and complex needs • Knowledge of the Ofsted framework and its impact on Teaching and Learning 	<ul style="list-style-type: none"> • Working knowledge and understanding of a sensory curriculum

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Work-related personal qualities	<ul style="list-style-type: none">• Highly effective English skills both oral and written• Excellent inter-personal skills• Commitment• High expectations for all• Competent ICT user• Ability to give and receive constructive feedback• Flexible and adaptable• Ability to prioritise and manage own workload effectively• Demonstrate a clear understanding of equal opportunities	
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Other Requirements

The Special Educational Needs and Disabilities Academy Trust is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list you could be fined or face a prison sentence.

The Special Educational Needs and Disabilities Academy Trust is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

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