

## JOB DESCRIPTION

### Teacher of SEND

#### Role Description

This job description is based on the Professional Standards for a qualified teacher and should be read in conjunction with the national School Teacher Pay and Conditions Document.

**Line Manager for this post: Head of Inclusion**

#### To lead on the provision of nurture across KS3 & 4

- Plan, teach, assess the nurture cohorts [yr 7 – 11] as set out below.

#### Support the SENCo

- Support the SENCo in the preparation of HLN, AFN bids and EHC reports and reviews;
- To advise and support colleagues with Teaching and Learning strategies to support students with SEND. This includes support at staff training sessions e.g. INSETS and Twilights;
- Support the SENCo through ensuring all access arrangements for examinations are assessed and implemented.
- Support the SENCo in the identification of student SEND needs and appropriate support packages are in place.

#### Set high expectations which inspire, motivate and challenge nurture students

- Establish a safe and stimulating environment for students;
- Treat students with dignity and build relationships rooted in mutual respect;
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitude, values and behaviour which are expected of students.

#### Promote good progress and outcomes by nurture students

- Be accountable for students' attainment, progress and outcomes;
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide students to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain student interest in the subject and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of English.

## Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and students' intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how to best overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development;
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

## Health and wellbeing

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people;
- Know how to identify potential child abuse or neglect and follow safeguarding procedures;
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support;
- Know the local arrangements concerning the safeguarding of children and young people;
- Demonstrate an understanding of health and safety requirements, ensuring that all necessary protocols are followed in order to protect students when carrying out professional duties.

## Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure students' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give students regular feedback, both orally and through accurate marking, and ensure students respond to feedback.

## Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's Behaviour Policy;
- Have high expectations of behaviours, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly as part of academy devised systems;
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to students' achievements and well-being;
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the academy, including those designed to promote equality of opportunity;
- Support the academy vision and our distinctively Christian Ethos, reflecting the ethos every day through conduct and interactions with students, families and colleagues.

## General duties

- To be a Tutor of an assigned tutor group and to carry out related duties in accordance with the general job descriptions of Tutor as required by the needs of the pastoral structure;
- To participate in the appropriate meetings with colleagues and parents relative to the above duties;
- To undertake any task felt appropriate, reasonable and necessary by the Principal;
- To be prepared to renegotiate one's role if and when necessary.

## Health and safety

It is an Employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- The academy will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: \_\_\_\_\_ Staff Member

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Principal

Date: \_\_\_\_\_