



Community
Schools Trust
Challenge • Support • Together

Job Description

Post:	Teacher of Special Educational Needs
Responsible to:	Head of Department, Departmental Line Manager, and ultimately the Head of School
Salary scale:	MPS/UPS plus SEN Allowance
Location:	The Cumberland School

Job Purpose

To be responsible for the education and welfare of students in accordance with the requirements of the Conditions of Employment of School Teachers, having due regard to the requirements of the National Curriculum, the school's aims and ethos, objectives and schemes of work, and any policies of the Community Schools Trust (CST) and the Local School Board.

Key tasks

Working under the direction of the Head of Department, line manager and the Head of School the post holder will:

- Raise standards through effective teaching.
- Participate in the teaching of Special Educational Needs and, in negotiation with you, any other subject deemed appropriate by the Head of School.
- Support and deliver an appropriate scheme of work for the delivery of the SEN curriculum to students.
- Be a committed and effective part of a creative department team.
- Support and contribute, where appropriate to the school's extracurricular and curriculum enhancement (including study support) programmes.

General Teaching Duties

- To share in the corporate responsibility for the wellbeing and discipline of all students and to maintain student discipline.
- To take responsibility for own professional development needs and participate effectively in the schools performance management cycle, keeping up to date with research, developments in teaching pedagogy and changes in the national and local curriculum, maintaining a portfolio of evidence to support the performance management process and, where necessary, undertaking formal development and training.
- To be committed to and champion equality and diversity in all aspects of employment with the CST. All employees are expected to understand and promote equality and diversity in the course of their work.
- To respect and be courteous to all students, colleagues and members of the public who contact or visit the school.

- To take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To be a form tutor, e.g. monitoring and supporting the overall wellbeing, progress and development of form students, accurate recording and following up of students' attendance, and providing helpful and accurate responses to parents/carers.
- To act responsibly in all matters relating to the health, safety and welfare of oneself and all others.
- To co-operate with the Head of School on all issues to do with health, safety, welfare and child protection.
- To ensure that classrooms and teaching areas are educationally stimulating, with appropriate displays of work that are relevant and up to date and that work produced is offered for whole school display.
- To maintain and build upon the standards achieved in the award of QTS as set out by the Secretary of State.

Job Specific Duties and Responsibilities

- To monitor the progress of students taught by keeping records and completing profiles and assessments according to department and whole school policies.
- To contribute to the day to day activities of the Resource Provision and to discussions and planning concerning the delivery of the curriculum by the department (including cross curricular aspects of the curriculum).
- To attend and participate in appropriate meetings.
- To carry out department policy and practice in such a way as to promote whole school policies and the implementation of the School Development Plan.
- To ensure that teaching and learning is appropriate for all students within the Resource provision.
- To ensure that the school's implementation of current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEN, Equal Opportunities, Child Protection is supported.
- To collect and analyse student data, to apply the findings and to set and meet targets in order to improve student progress.
- To support the development of strategies for the students' spiritual, moral, social and cultural development, including citizenship.
- To carry out school policy and practice in such a way as to promote the school's values and ethos.
- To provide helpful and accurate responses to parents/carers.
- To contribute to the production, maintenance and review of key documentation and to ensure that the appropriate members of staff are aware of the content and have ready access to it.
- To participate in the implementation, monitoring and evaluation of the relevant policies and documentation.

These responsibilities and duties may be subject to variation as the school's needs change at the reasonable discretion of the Head Teacher.

This Job Description describes the way the postholder is expected and required to perform and complete particular duties. It does not form part of the contract of employment.

Person Specification: Teacher of Special Educational Needs

1. Qualifications

- Relevant degree
- Appropriate teaching qualification

2. Knowledge and experience

- Relevant and successful experience of either teaching or teaching practice in a secondary school
- Evidence of a willingness to develop new skills
- Knowledge of, or a willingness to learn about, curriculum development and innovation
- A professional knowledge of National Curriculum and nationally accredited examinations at Key Stages 3 and 4
- Evidence of successful SEND teaching in an inclusive and diverse community
- Experience with ASD level 4
- Experience with assessment of SEND students' progress
- Experience with creating bespoke schemes of work/lessons which challenge all students
- Experience with delivery of life skills programmes, ASDAN or similar
- Experience with annual reviews and EHCP applications
- Experience with SCERTS support or similar
- A professional understanding of child protection matters and what constitutes a safe school culture
- Evidence of a high standard of teaching skills and good classroom practice
- To understand or have experience of working with young people with autism

4. Skills and behaviours

- The ability to initiate, implement and develop opportunities to maximise student achievement
- Excellent oral and written and ICT communication skills
- Ability to function as a member of a team and contribute to the development of the department
- Ability to review, monitor and evaluate the curriculum and own work
- Ability to perform effectively in a variety of situations
- Ability to recognise and respond to the needs of students of different attainment levels
- Some experience and knowledge of / or willingness to learn about recording, reporting and assessment at Key Stages 3 and 4
- Commitment to the promotion of equality of opportunity
- Evidence of a high standard of attendance, punctuality and organisation

5. Personal qualities

- Enthusiasm, humour and initiative
- A belief that the best interests of pupils come first
- Dedication to the role, resilience and willingness to learn
- An excellent record of attendance and punctuality
- Empathic and capable of realistic self-assessment
- A collegiate team member with clear values
- The ability to contribute to wider school initiatives