

Grading

Job Description and Employee Specification

<u>Job Title:</u> Specialist Resource Provision Teacher (SEMH)	<u>Directorate:</u> Learning Skills and Culture
<u>Post Number:</u>	<u>Division:</u> Schools
<u>Grade:</u> Teachers Pay & Conditions MPS 2 - 6 UPS 1 - 3	<u>Business Unit/Section:</u> Priory Lane Community School

Overall Purpose of Job:

We are looking for an experienced teacher to join our new, 10 place, KS2 resource base for children with communication and interaction/cognition and learning needs (The Hive). You will be joining our staff team at Priory Lane Community School, where we pride ourselves on our inclusive ethos and adaptive practice. Children come first at Priory Lane and we pride ourselves on building strong relationships, high academic standards and being inclusive.

The successful teacher will work closely with the school SENDCo/Assistant Head to establish a bespoke curriculum and learning space for pupils within The Hive. They will be able to quickly build a positive relationship with the pupils within The Hive, promote their learning and academic progress and support them with any bespoke educational needs and provisions.

They will be adept at engaging children with learning activities and helping them maintain focus. The ideal teacher will be energetic, flexible, patient and be highly motivated to help children reach their full potential. A working knowledge of all primary phases would be an advantage.

General/Whole School Responsibilities

- The education and welfare of the designated classes or groups of pupils in accordance with the requirements of School Teachers Pay and Conditions Document, having due regard to school and provision policies and the provision's aims, objectives and schemes of work.
- Promote the school's ethos and SEND vision.
- To share in the whole school responsibility for the safeguarding, wellbeing and pastoral care of all pupils.
- Participate in the performance management process agreed in school, in line with national guidelines.
- To play a full and active part in the life of the school, by modelling the school's vision.
- Contribute to the School Development Plan in respect of your area of specialism.
- Any other professional duties as directed by the SENDCO or Headteacher.

Specific Duties:

Working with Leadership to Support Strategic Aims

- Promote best practice for inclusion across the school.
- Advise colleagues on how to provide appropriate support for pupils.

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- Work as a member of the wider school team; planning cooperatively, sharing information, ideas and expertise.
- Consult and plan with multi-agency colleagues as required.
- Establish and promote good relationships with parents and carers to improve pupils' learning and development ensuring co-productive approaches.
- Effectively direct staff working in The Hive to support pupil progress and independence.
- Analyse a variety of progress and attainment data to inform priorities and self-evaluation.
- Work closely with senior leaders regarding inclusive policies and practices, with a focus on promoting a school-wide inclusive culture.
- Work closely with the SENDCO/ Pastoral team and SEND governor.

Teaching and Learning

- Establish clear personalised learning objectives and expectations for each pupil in The Hive relating to their Education Health Care Plans (EHCP).
- Use knowledge of school curriculum policy and the National Curriculum requirements to plan adapted work to meet the needs of individuals and groups promoting progression, continuity and independence, with priority given to maths, English and science.
- Use a variety of specialist teaching and learning approaches to create personalised learning programmes for each pupil in The Hive.
- To deliver/ supervise the delivery of specialist interventions personalised to meet pupils' needs.
- Use quality classroom management strategies to ensure effective teaching and learning.
- Organise and maintain an appropriate environment to meet the needs of pupils placed in The Hive.
- Ensure that resources are organised and readily available to promote learning independence.
- Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.
- Provide quality feedback to pupils to improve progress and independence, working closely with mainstream teachers to support a transition to mainstream classes, when appropriate.
- Ensure The Hive pupils have equal access to extra-curricular activities and trips, completing risk assessments as necessary.
- Set homework and other out of class activities to consolidate and extend the knowledge and understanding of pupils.

Monitoring and Evaluation

- Assess and report pupils' attainment and track progress, using school/ The Hive systems and national criteria.
- Use assessment to inform planning and identify individual needs. Use these assessments to set appropriate targets and inform understanding of progress towards EHCP outcomes.
- Collaborate with school staff to write annual reports and reports for Annual Reviews and provide high quality evidence to present at review.
- Gather evidence of learning and take part in moderation activities.
- Advise school colleagues on strategies to improve the inclusion of pupils with a variety of SEND and specifically those placed in The Hive, including in staff briefings.

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- Monitor the impact of advice and interventions and report to the Strategic SENDCO/ SEN leadership team.
- Involve pupils, parents and carers in evaluation of the provision and pupil progress as part of the children's ISPs
- Contribute to SRP LA review meetings and provide information for the Strategic SENDCO to report to the LA.
- Participate in quality assurance activities as required, both internal and external.

Professional Development

- Attend school based in-service training as directed.
- Deliver in-service training to colleagues in school. Providing guidance and support to mainstream teaching staff through training delivery, peer observation/coaching and the preparation of differentiated programs, resources and materials to enable The Hive students to access a broad, balanced and relevant curriculum and to succeed.
- Take an active part in identifying your own professional development needs and be willing to undertake additional SEND CPD as required to meet these needs, including any relevant opportunities offered by the LA.
- Undertake specific CPD in the specialist area, communication and interaction and cognition and learning, to enhance and maintain up to date knowledge on support in this area.
- Research evidence-based approaches to ensure that The Hive is at the forefront of best autism practice.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the

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Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

None

WORK ENVIRONMENT

Work Demands:

There are no specific deadlines other than implementing activities in lessons and in school hours as directed. Time to complete activities will vary.

Disruptions may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

Physical Demands:

Sits for lessons with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when taking pupils for off-site educational visits.

When working with small children, sits on and gets up from low chairs and low tables.

Working Conditions:

Works in classrooms for most part of school day. These can be warm and pupils can be noisy.

May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

Work Context:

At risk of infection when dealing with unwell children.

Position in Organisation:

Indicate how many staff the post is directly accountable for: 3 teaching assistants

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POST NUMBER	JOB TITLE	HOURS PER WEEK	
	ESSENTIAL	DESIRABLE	How measured in recruitment & selection
EXPERIENCE	Successful recent teaching experience within the primary sector across KS1 and KS2. Experience of working with children with SEND Experience of effective deployment of support staff Experience of developing and leading a curriculum area. Experience of working with a range of external agencies eg asset, behaviour support. Experience of carrying out EHCP reviews Experience of supporting pupils with SEMH needs Experience of leading a team	Experience of working with SEND children in an AP, SRP or special school.	Application form Interview References

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EDUCATION, TRAINING, QUALIFICATIONS	Qualified Teacher Status. Recent safeguarding and child protection training. Recent SEND training	First Aid training. SEND co qualification Training on supporting pupils with SEMH needs	Application form Interview References
SKILLS AND KNOWLEDGE	An up to date knowledge of current thinking/practices/pedagogy within education. Demonstrate consistently high quality teaching A clear understanding of the essential qualities necessary for improving the quality of teaching and learning for children with SEND. A commitment to further professional development. An awareness of safeguarding legislation. Ability to use a range of assessment strategies effectively. Ability to use standard English correctly in spoken and written forms. Ability to use technology innovatively to support learning and efficient working.	Understanding of key health and safety issues. Understanding of Ofsted requirements.	Application form Interview References Lesson observation

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	Knowledge of the statutory paperwork relating to pupils with EHCP's - eg Provision Plans and Annual Review meetings.		
PERSONAL QUALITIES	A commitment to the schools vision and ethos. Is able to build strong relationships and communication effectively with pupils, parents, colleagues and outside agencies. Is open and willing to learn, using own initiative to improve practice. Ability to organise and prioritise workloads and meet deadlines. Is able to work effectively as part of a team. Enthusiastic, energetic and forward thinking.		Application form Interview References Lesson observation
WORKING ARRANGEMENTS	Availability for some out of hours working including parent's evening and other in service commitments. Willingness to participate in extra-curricular activities. An excellent attendance record.		Application form Interview References

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The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes x No** ☐
- Political restriction **Yes** ☐ **No x**
- The ability to speak fluent English under the Immigration Act 2016 **Yes x No** ☐

Manager:
(signed)



Print

R Stephenson

Date:

1.1.26