

Job Description

Teachers and Support Staff

Role:	SEND Specialist Teacher
School:	Beckfoot Oakbank
Salary/Grade:	MPR-UPR + SEND allowance
Reporting to:	SENDCo

Core Purpose of the Post:

Deliver high quality and effective teaching and learning for young people with SEND and implement effective evidence based programmes to improve their outcomes.

This role involves engaging with students in regulated activity relevant to children.

Main Duties and responsibilities:

As a designated teacher of SEND

- be a highly effective teacher, undertaking the full range of duties and responsibilities as required by the Headteachers and a set out in the School Teachers Pay and Conditions;
- expertly lead learning to create a classroom environment where pupils can belong and flourish;
- implement approaches to teaching and learning which meet the needs of pupils and allow them to thrive;
- support the development of an inspiring, aspirational and personalised curriculum for the SEND provision carefully matched to the needs and interests of the pupils;
- contribute to partnership working between the Inclusion Teams and teachers to advise on teaching and learning strategies to support pupils across the school;
- liaise with the SLT link for behaviour to identify any link with behaviour to learning needs and create strategies for support and inclusion;
- develop and maintain relationships with relevant stakeholders to share and develop best practice to improve the quality of the provision and pupils learning;
- contribute to the identification and assessment of pupils identified with SEND and work closely with the SENDCo;
- meet regularly with the SENDCo to review and revise learning objectives for learners with SEND in their class who are being tracked on the school's provision map;
- attend Trust network meetings and training as appropriate;
- contribute to the school's Promoting Equality and SEND and Inclusion Policies.

Pupil's attainment and development

- ensure that all pupils have differentiated teaching to support their academic and development needs and have high expectations of what they can achieve;
- set ambitious targets for pupils with SEND and ensure that targets on EHC Plans are integrated in daily teaching and achieved;
- use a range of evidence based interventions matched carefully to pupil need, to address gaps in pupil's learning and accelerate progress;
- contribute to Education Health and Care Plan reviews as required;
- monitor and track the progress of pupils to ensure they are making at least good progress and ensure pupil records are accurate and up-to-date;
- develop and lead training for colleagues across school on SEND specific teaching strategies and interventions as required;
- Seek the views of pupils and build learning and develop wider learning opportunities based on their strengths, talents and interests.

Parent / Carer and third party Liaison

- Establish close working partnership with parents and carers, communicating on a frequent basis to celebrate progress, share concerns, invite views and opinions and to co-produce plans for pupils;
- liaise with the school's SENDCo and SLT Link for Inclusion;
- Liaise closely with a range of outside agencies to support learners.

<ul style="list-style-type: none"> Meet with in-year admissions pupils, their families and staff at their previous setting, to further identify needs and refer to appropriate support or programmes as required. 	
Supervision and range of decision making:	
<ul style="list-style-type: none"> To supervise the work of support staff within the classroom context and in small groups or one to one. To liaise with any other staff and outside agencies when necessary. To assist in the induction of any new staff who will work in the classroom. 	
Communications and working with others:	
<ul style="list-style-type: none"> Establish effective working relationships, and set a good example through presentation, and personal and professional conduct. Liaise effectively with parents and with colleagues within the School and wider Trust. 	
Resources:	
As specific to the role.	
Professional development:	
<ul style="list-style-type: none"> To actively engage with personal CPD opportunities as required. To share expertise through leading elements of CPD for colleagues. To seek, consider, and act upon professional support and advice as required. 	
Other Considerations:	
<ul style="list-style-type: none"> To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the School's nominated Child Protection Designated Safeguarding Leads. To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/parent and carers files. Accept and commit to the principles underlying the Schools Equal Rights policies and practices. Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act. Must be legally entitled to work in the UK. 	
Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can: <ul style="list-style-type: none"> Express themselves fluently and spontaneously at length effortlessly. Explain difficult concepts simply without hindering the natural smooth flow of language. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school. 	
Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	October 2022

Person Specification

Teachers and Support Staff

Role:	SEND Specialist Teacher at Beckfoot Oakbank School	
	Essential Requirements	How Identified
Qualifications	Qualified Teacher Status.	Application
Experience	<p>High quality and effective teaching and learning for children and young people with with identified special educational needs and disabilities (SEND)</p> <p>Designing learning resources that are tailored to meet the needs of a range of learners with SEND, including delivering effective evidence based programmes to improve their outcomes.</p> <p>Experience of working with support services to assess pupil's individual needs and with liaising with external agencies involved in supporting pupils and their families.</p> <p>Ability to develop and implement teaching and learning and intervention strategies which can deliver rapid progress for learners with SEND.</p> <p>Ability to accurately use data to analyse progress, and identify strategies for improvement.</p> <p>Experience of teaching primary-aged pupils and excellent subject knowledge in teaching English and Maths.</p>	Application References Interview
Training	<p>Recent SEND specific training including approaches to implementing nurturing strategies in the classroom.</p> <p>Ability to develop and deliver CPD in SEND to share with the wider staff team.</p>	Application Interview
Knowledge, Skills and Ability	<p>Working knowledge of the SEND Code of Practice (2015).</p> <p>Working knowledge of Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2018) and how the principles in these documents can be implemented to safeguard and protect pupils.</p> <p>Good understanding of of a the four broad areas of SEND; the strengths and challenges these present for pupils and how these can impact on learning.</p> <p>Good understanding of research/evidence based interventions and strategies to support pupils with SEND.</p> <p>Excellent behaviour management skills; be able to establish optimal conditions in the classroom for vulnerable pupils to flourish.</p> <p>Ability to develop and improve teaching, learning and achievement for all.</p> <p>Ability to build and maintain outstanding relationships with pupils and staff which promote excellent behaviour, progress and attainment for learners within SEND enhanced provision.</p> <p>Ability to work flexibly and meet tight deadlines.</p> <p>Excellent communication and interpersonal skills, be able to quickly develop relationships with vulnerable pupils and their parents and carers.</p>	Application Interview
Personal Circumstances	<p>Must be legally entitled to work in the UK (Asylum & Immigration Act 1996).</p> <p>Must have the ability to be flexible and work to the requirements of a busy school.</p> <p>Interest in the school's wider role in the community.</p>	Application Interview
Disposition and Attitude	<p>A passion for education and a deep-felt desire to make a difference for young people.</p> <p>Set high expectations for self and others.</p> <p>To like young people and be liked by them.</p> <p>To possess educational vision underpinned by values.</p>	Application Interview References

	<p>To be an advocate for pupils with SEND, seek and listen to their view and the views of their parents/carers and take this into account when planning to meet their needs.</p> <p>To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</p> <p>Have humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'.</p> <p>Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example.</p> <p>Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself.</p> <p>Understand the importance of work/ life balance.</p> <p>Be an enthusiastic, flexible, team player.</p> <p>Enjoy hard work and take constructive criticism.</p> <p>Have a desire for significant professional development.</p> <p>Be a critical thinker, open minded, outward looking, reflective, imaginative.</p> <p>Be viisionary, a risk taker and innovator.</p> <p>Be a good oral and written communicator.</p> <p>Look smart and professional.</p>	
Physical	<p>Resilient.</p> <p>Excellent attendance and punctuality.</p>	References Interview
Equality	<p>A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</p>	Application Interview