

Richard Atkins Primary School

Teacher with Responsibility for SEMH Resource Base Provision (TLR 2A + SEN Allowance)

Job Description

Post title	SEMH Resource Base Teacher (Fixed Term)
Salary and grade:	Main pay scale In line with the current <i>School Teachers' Pay and Conditions Document + TLR 2A + SEN Allowance</i>
Line manager/s:	The Headteacher, Assistant Headteacher for Inclusion and SLT
Supervisory responsibility:	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- ❖ To plan, deliver and evaluate cross curricular opportunities, in line with the National Curriculum and a range of assessment tools.
- ❖ To help pupils overcome barriers to learning such as dysregulated behaviour that present challenges.
- ❖ To work collaboratively with pupils and parents/carers to promote positive behaviour for learning among all pupils.
- ❖ To coach, support and train support staff to implement behavioural approaches
- ❖ To evaluate the impact of behaviour interventions.
- ❖ To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- ❖ Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- ❖ Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- ❖ Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- ❖ Assess the needs of pupils and facilitate stimulating cross curricular and multisensory opportunities to support access to the National Curriculum and 'stages' of development.

- ❖ Plan, deliver and evaluate the impact of activities in a variety of settings, including one-to-one and small groups.
- ❖ Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- ❖ Be accountable for the attainment, progress and outcomes of pupils' you teach
- ❖ Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- ❖ Have a clear understanding of the needs of all pupils, and be able to use and evaluate distinctive teaching approaches to engage and support them
- ❖ Support the reintegration of pupils with Social, Emotional and Mental Health needs into mainstream classes.
- ❖ If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- ❖ Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- ❖ Make accurate and productive use of assessment to secure pupils' progress
- ❖ Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- ❖ Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Line Management of Support Staff

- ❖ Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- ❖ Support the identification and training needs of staff with regards to managing pupil behaviour.
- ❖ Coach, support and train staff to implement behaviour interventions and appropriate strategies in the resource base and work with staff to adapt interventions to their classroom environment.
- ❖ Support staff with the use of individual behaviour plans, and any reviews of these plans
- ❖ Lead staff in the organisation of teaching resources, equipment and materials and in the use thereof.
- ❖ Work closely with relevant staff to monitor pupil progress.

Behaviour and Safety

- ❖ Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- ❖ Lead supervision of pupils who are not working to a typical mainstream timetable.
- ❖ Build and maintain productive relationships with all pupils, acting as a role model and mentor.
- ❖ Manage pupils effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- ❖ Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- ❖ Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils

- ❖ Have high expectations of behaviour, promoting co collaboration towards self-control and independence of all learners
- ❖ Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- ❖ Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- ❖ Participate in any relevant meetings/professional development opportunities at the school, to ensure the development and implementation of a broad and balanced curriculum
- ❖ Participate in, and contribute to, any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- ❖ Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- ❖ Take part as required in the review, development and management of the activities relating to the organisation and pastoral functions of the school
- ❖ Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- ❖ Work collaboratively with others to develop effective professional relationships
- ❖ Deploy support staff effectively as appropriate
- ❖ Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- ❖ Communicate and co-operate with relevant external bodies
- ❖ Make a positive contribution to the wider life and ethos of the school

Administration

- ❖ Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- ❖ Plan, deliver, monitor and evaluate the impact of interventions within the resource base, including any support that is provided to pupils through external agencies.
- ❖ Plan and promote strategies to encourage positive attitudes and behaviour across the school.
- ❖ Complete all paperwork linked to the role, including formative and summative assessments, individual education plans, contributions to annual reviews, curriculum design, personalised timetables and report writing.
- ❖ Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Working with External Agencies

- ❖ Participate in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists.
- ❖ Support the referral of pupils to appropriate agencies.

Working with Parents

- ❖ Build and maintain positive relations with all parents/carers, to encourage families to take an active role in pupils' learning.
- ❖ Liaise with parents/carers to discuss strategies that can help promote positive behaviour.

- ❖ Carry out home visits, as part of admission Phase Guide and to establish positive relationships.

Professional development

- ❖ Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- ❖ Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- ❖ Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Safeguarding

- ❖ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- ❖ Promote the safeguarding of all pupils in the school.

Other

- ❖ To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- ❖ Participate in the smooth running of the school by;
 - Being punctual
 - Minimising personal absence
 - Ensuring safe maintenance of communal areas
 - Completing paperwork as necessary
 - Reading all school policies annually
- ❖ Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder: _____ **Date:** / /

Signature of Headteacher: _____ **Date:** / /