**FIVE RIVERS MULTI ACADEMY TRUST**

**JOB DESCRIPTION / PERSON SPECIFICATION**

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| Post Title | Teacher  |
| Grade | Main Teacher Scale + SEND Allowance |
| Responsible to | Principal |
| Responsible for |  |
| Purpose of job | *To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the Trust/schools ethos, aims and policies.**To Develop tasks related to the development of a curriculum area* |
| Normal base of work | Tinsley Meadows Primary Academy, Norborough Road. S9 1SG – however there may be some requirement to work from other Five Rivers Trust sites as appropriate. |
| Safeguarding statement | Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice. An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks. |

**JOB DESCRIPTION: TEACHER with SEND Allowance (MAT Leave Cover)**

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| The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust’s policies and within the framework of the Education Act 2002 and the School Standards |

**Employment Duties**

To be performed in accordance with the provisions of the School Teachers’ pay and conditions documents and within the range of teachers’ duties set out in that document (Part XII of the ‘Teachers Pay and Conditions Document).

**General Responsibilities**

* To pursue the aims of the school in a positive manner and promote the agreed ethos.
* To work co-operatively within a whole staff team, and within the year/teaching and learning group to achieve continuous improvement with constant regard to quality in both learning and teaching. Manage staff team on a day to day basis, leading weekly team meetings.
* To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed school policies. Plan and teach to set outcomes on EHCPs, My plans and support plans.
* To monitor and assess children’s progress and report to parents. Assess children using the Birmingham Toolkit, Engagement model, SCERTS profile, Boxhall as well as against the National Curriculum.Report to parents as part of assess, plan, do, review cycle and update review documents and learner profiles.
* To implement and maintain the school’s behaviour policy. Direct planning and teaching using adapted Zones of Regulation and use of social stories specific to individual needs.
* To support the school’s endeavours to meet the needs of the community e.g. signposting parents to SENDIAS, identifying support needed for parents and supporting with referrals.
* Participate in the school’s professional development process.

**Particular responsibilities**

* To promote and monitor the organisation of the learning and teaching through a particular subject throughout the school within the nurture hub provision (both learning areas).

**KEY TASKS**

**Class Teacher Tasks:**

* To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children experience similar learning experiences and to monitor overall provision of class.
* To plan work matched to the individual needs of children and within the school’s agreed policy and schemes of work develop curriculum for all pupils – formal and informal.
* To produce written records of such planning in accordance with school policy and plan individual programmes where necessary.
* To assess and record pupil’s achievements and progress within the statutory requirements and the school’s assessment policy and report to parents**.** Use of programmes such as BTK, Locke and Beech, SCERTS, SPD, Boxhall and SDQs.
* To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the school as a whole. Establish effective working relationships with school SENCOs to ensure all relevant information is shared.
* To ensure that the classroom is kept tidy and attractive, with children’s resources readily available for them to find independently.
* Keep up to date with local and National SEND initiatives.
* To contribute to the ideas within and implementation of the School Improvement Plans.
* To supervise and direct the use of support staff relevant to the class.
* To contribute to the provision of a safe and secure learning environment. Provide spaces for interventions as recommended by outside agents e.g. SALT, OT and physio.

**F**ootnotes:

1. The above details are not exhaustive and the postholder may be required to undertake tasks, roles, and responsibilities as may reasonably be assigned to him/her by the Senior Management Team. This will include the specialism in teaching children with SEND.
2. This job description may be reviewed at any time via consultation between the governing body and/or Senior Management Team representatives and the postholder as may be necessary and appropriate to the needs of the school. Trade union representation will be welcomed in any such circumstances.

Person Specification/Profile – Specialist Teacher of children with SEND

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|  | Essential | Desirable |
| **Teaching Qualifications**  | Qualified teacher status  | A relevant National Professional Qualification |
| **Professionalism** | Able to work with professional integrity, honesty and transparency. Open and adaptable to new ways of working that promote the ethos of the Trust and the schoolCommitment to maintaining confidentiality at all timesCommitted to working well with colleagues, developing and maintaining positive working relationships. Values differences of opinion and different ways of working.Ability to self-manage work-load and competing prioritiesAn effective communicator, both written and orally | Shows a strong commitment to values which align well with the Trust & the SchoolExperience of being a role model with a team and supporting colleaguesExperience of working with children with SEND needs  |
| **Safeguarding** | Knowledge of Keeping Children Safe in EducationPassionate about safeguarding childrenCommitment to the use of positive behaviour strategies to achieve a culture that promotes fairness, respect and consideration towards othersZero tolerance of bullying of any kindAn understanding of the teacher’s role in supporting the whole child: relationships, identity, mental health, basic needs and overall well being | Safeguarding TrainingExperience of initiating school policies and procedures for Safeguarding |
| **Professional development**  | Evidence of and commitment to professional development or study in the last 5 yearsCommitment to working collaboratively to improve practice | Clear commitment to a future career with the Five Rivers Trust Experience of working collaboratively to improve practiceExperience and knowledge of the SEND Code of Practice |
| **Diversity Equality & Inclusion** | Promotes equality and celebrates diversity; understands the need for equity not equality; acknowledges and takes steps to eradicate unconscious bias in own practice | Experience of championing Diversity, Equality and Inclusion in professional setting |
| **Teaching & Learning** | Experience of planning effective sequences of lessons using National curriculum requirements and relevant schemes of workExperience of teaching and planning bespoke lessons for children with SENDTeaching experience in a relevant key stage or year group Committed to developing teaching practice through research Experience of assessing pupils’ learning and development needs to set work that is well-matched to pupils’ abilities, stimulating and challenging | Proven track record of leading a specialist subject area that has led to positive impact on children’s learning and developmentExperience of teaching children with specific needs (autism, speech and language needs)Teaching experience across a wide range of year groupsExperience of using research-based strategies to develop own practice or that of othersExperience of using a wide range of formative and summative assessment practices to address gaps in learning |