 **JOB**

 **DESCRIPTION**

 Job Title: **Unqualified Teacher – SEND Department**

 Location: **Thomas Middlecott Academy**

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| **Job Purpose:**  | An outstanding SEN practitioner to provide both excellent teaching within the SEN department. Leading teaching within the Key Stage 4 Pathway and NEST. Ensuring good progress is made by students and adapting methods to suit a range of learning styles.  |
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| **Background:**  | The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London. Our aim is to be the country’s leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment. |
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| **Reporting To:** |  Assistant Principal – SENCO  |
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**KEY RESPONSIBILTIES AND ACCOUNTABILITIES**

**MAIN DUTIES AND RESPONSIBILITIES**

We are looking or an outstanding practitioner to provide excellent teaching and learning opportunities to groups of students with additional needs. The successful applicant will do everything possible to raise the quality of teaching and learning opportunities for groups with additional needs throughout the academy.

The SEN Teacher shall carry out professional duties as described in the School Teachers’ Pay and Conditions document. They will work with the SENCO and Senior Leadership Team to maximise progress for learners with additional needs.

The SEN Teacher should support the Senior Leadership Team to create a culture of constant improvements and be an inspirational practitioner, committed to the highest achievements for all in every area of the academy’s work.

The SEN Teacher will do everything possible to raise the quality of teaching and learning in the NEST and Key Stage 4 pathway. They will work with other members of the SEN team to drive forward improvements across the provisions and the academy.

**TEACHING AND LEARNING**

* Love your subject. Stay invested in it, taking your own professional development seriously.
* Teach students according to their educational needs, including the setting and marking/assessment of work to be carried out by the student in school and elsewhere.
* To plan lessons in accordance with school policy to ensure all students make effective progress.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* Provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students taught or tutored.
* Ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching/learning experience of students.
* Undertake a designated programme of teaching.
* To ensure a high-quality learning experience for students which meets internal and external quality standards.
* To prepare and update subject materials.
* Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
* Maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* Undertake assessment of students as requested by external examination bodies, departmental and whole school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required using AfL strategies.
* Create a positive learning environment in the classroom.

**OPERATIONAL/STRATEGIC PLANNING**

* To assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the subject.
* To contribute to the Curriculum area and SIL development plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute in the planning of whole school activities.
* Participate in arrangements for examinations and assessments within the remit of the School Teachers’ Pay and Conditions Document.

**CURRICULUM PROVISION**

* To assist the Curriculum/Faculty Leaders, to ensure that the subject provides a range of teaching which complements the Academy’s strategic objectives.
* To work with the SENCO, Assistant Principal for Teaching and Learning and Director of Outcomes to plan a well thought out curriculum which offers opportunities to our vulnerable learners.

**KEY RESPONSIBILITIES**

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**CURRICULUM DEVELOPMENT**

* To engage with trust-wide subject community activity, including in-school curriculum/teacher development activity.
* To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy’s mission and strategic objectives.

**KEY ORGANISATIONAL OBJECTIVES**

The post-holder will contribute to the academy’s objectives in service delivery by:

* Ensuring compliance with Data Protection legislation.
* Operating within the School’s Equal Opportunities framework at all times.
* Commitment and contribution to improving standards for students as appropriate.
* Help to implement quality assurance procedures.
* Participate in the school’s self-evaluation and review cycle.
* Implement modifications and improvement where required.

**STAFF DEVELOPMENT: RECRUITMENT/DEPLOYMENT OF STAFF**

* To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* Participate in regular in-service training (INSET), weekly CPD sessions and personalised continued professional development.
* To continue personal professional development in the relevant areas including subject knowledge and teaching methods and strategies for effective learning.
* To engage actively in the performance management process.
* To ensure the effective/efficient deployment of classroom support and teaching assistants.
* To work as a member of a designated team and to contribute positively to effective working relations within the school.

**QUALITY ASSURANCE**

* To help implement school quality procedures and adhere to them.
* To contribute to the process of monitoring and evaluation of the subject in line with agreed school procedures and policies, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
* To review methods of teaching and learning strategies and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**MANAGEMENT DUTIES**

* To maintain appropriate records and provide relevant, accurate and up-to-date information for administration systems, registers, etc.
* To provide the relevant information to assist in the tracking of students.
* To track student progress and use this information and information about prior learning to inform teaching and learning.
* Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers’ Pay and Conditions Document.

**OTHER SPECIFIC DUTIES**

* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
* Support the school in meeting its legal requirements for collective worship.
* To actively promote the school’s policies.
* Continue personal professional development as agreed.
* Comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* Undertake any other duty as specified by STPCB not mentioned in the above.

**EXPECTATION OF ALL STAFF**

* Support the Principal and Strategic Leadership Team in creating a culture for learning, high standards of achievement and success for all the students.
* Carry out all duties and responsibilities in accordance with the school’s mission statement, policies, current practice and your duty of care for the students’ well-being and safety. Do not do anything to bring the name or ethos of the school into disrepute.
* Work flexibly as a member of a team and undertake such other duties as may be required within the scope of this post.
* Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Deal with enquiries efficiently, efficiently and sensitively.
* Ensure absolute confidentiality in all matters relating to the students, staff and school business, without exception.
* Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality. Report concerns to your line manager, Executive Principal, a member of the Senior Leadership Team or the Local Governing Body and Trustees as appropriate.
* Attend and participate in relevant meetings, training, performance development and other activities as required.

**OTHER DUTIES**

* The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

**PERSON SPECIFICATION**

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

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|  | **Essential**  | **Desirable**  | **Assessed**  |
| Qualifications and Professional Development  |  |  |  |
| * Level 4 Professional Qualification (or higher)
 |  | **√** |  |
| * Experience of delivering to groups of students
 | **√** |  |  |
| * Experience of applying continuing professional development
 | **√** |  |  |
| * Willingness to work towards QTS/ QTLS Status
 |  | **√** |  |
| Experience  |  |  |  |
| * Successful experience at raising standards and outcomes for students
 | **√** |  |  |
| * Experience in using a wide range of teaching methodologies
 |  | **√** |  |
| * Experience of lesson planning and using AfL
 | **√** |  |  |
| * Experience of working with students with SEN and other barriers to learning (eg. Attendance/ EAL)
 | **√** |  |  |
| * Experience in delivering intervention to students with SEN
 | **√** |  |  |
| Skills and Knowledge  |  |  |  |
| * Excellent subject knowledge in English/ Maths and experience in the use of intervention programs to raise attainment
 | **√** |  |  |
| * The ability to plan a sequence of lessons with clear learning objectives and intentions
 | **√** |  |  |
| * The ability to effectively manage classroom culture and expectations in line with the academy policy
 | **√** |  |  |
| * An understanding as to the barriers to learning facing our students and a knowledge as to how to identify and overcome these barriers
 |  | **√** |  |
| Equal Opportunities  |  |  |  |
| * A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.
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| Safeguarding  |  |  |  |
| * Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.
 |  |  |  |
| * Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.
 |  |  |  |
| * Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.
 |  |  |  |
| Health and Safety  |  |  |  |
| * Aware of Health & Safety and Safeguarding as appropriate to role
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*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.*

*The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

***All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.***