

Job Description: SEN/d Teacher

The SEN/d teacher is required to carry out the duties of a class teacher as set out in the Conditions of Employment for Teachers which are listed in the current School Teachers Pay and Conditions Document.

In consultation with the Headteacher, the teacher will: -

1. Set high expectations which inspire, motivate and challenge learners

- develop personalised / group learning programmes based on prior assessment, external agency reports, PIVATS
- establish a purposeful and stimulating environment for learners, rooted in mutual respect, in which equality and diversity is valued and where learners feel secure and confident
- set goals that stretch and challenge learners regardless of background, abilities and dispositions
- identify and remove barriers to learning
- demonstrate consistently the positive attitudes, values and behaviour which are expected of learners and follow the staff Code of Conduct at all times

2. Promote good progress and outcomes by learners

- be accountable for learners' attainment, progress and outcomes on an individual, class or small group basis
- be aware of learners' capabilities and prior knowledge, plan layered learning to build on these and ensure progress over time – accelerated where possible
- guide learners to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how learners learn best and consider how this impacts on teaching
- encourage learners to take a responsible and conscientious attitude to their own learning and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain learners' interest in all subjects, address misunderstandings
- demonstrate a critical understanding of developments in the subject, curriculum areas and approaches to SEN/d

- Demonstrate up to date knowledge of a variety of assessment tools used to identify SEN/d
- Make use of specialist advice , special facilities and/or equipment
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate teaching strategies in early mathematics

4. Plan and teach well-structured lessons

- Identify and adopt the most effective teaching approaches for learners with SEN/d so as to provide consistently high quality teaching
- planning, prepare and develop resources and teaching materials appropriate to the learners' specific area of need
- impart skill, knowledge, vocabulary, learning powers through effective use of lesson time
- promote a love of learning and intellectual curiosity
- set home learning and plan other out-of-class activities to consolidate the knowledge and understanding learners have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

5. Adapt teaching to respond to the strengths and needs of all learners

- know when and how to scaffold and challenge appropriately, using approaches which enable learners to learn effectively
- have a secure understanding of how a range of factors can inhibit learners' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of learners, know how to adapt teaching to support learners' education at different stages of development
- have a clear understanding of the needs of all learners, especially those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; be able to use and evaluate distinctive teaching approaches to engage and support them
- work closely with teachers and learning support assistants in ensuring that material is suitably differentiated and learning pathways are provided to challenge all students regardless of ability
- encourage personal, social and emotional development through pastoral work

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure learners' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them and to develop self-control and independence
- maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary
- to assist in, and be supportive of, the maintenance of fair discipline and good order throughout the school at all times

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- liaise with parents, external agencies and a range of other professionals, such as speech and language therapists, physiotherapists and educational psychologists
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to learners' achievements and well-being
- be committed to safeguarding and promoting the welfare of children
- attend meetings and reviews
- write detailed and accurate reports
- support learners and their families with medical concerns and update staff and documentation within school.