

# Upper Pay Range (Post Threshold) Classroom Teacher SEN

## Job Description

Role Title	Typically reports to
<b>Sea View Trust</b> <b>Post Threshold Teacher SEN</b> <b>Upper Pay Range 1-3</b> <b>Plus SEN Allowance</b>	Line Manager/Headteacher
	Date of profile
	April 2024
Purpose of the role (job statement)	
<p>To lead an assigned colleague(s) to achieve: consistently good and better teaching; effective use of all resources; a purposeful, stimulating learning environment; and, the highest standards of learning, attainment and progress for all pupils through a creative, rigorous and relevant curriculum.</p> <p>To take an active and positive role in the development of specified subject or aspect area's attainment and progress as well as support and coach the development of other assigned subject(s) or aspect(s), working within and beyond the MAT.</p> <p>Lead and co-ordinate the work of the assigned colleague(s), ensuring all statutory and Academy assessments are undertaken accurately, and with the leadership team, to identify strengths and areas of development / underperformance and offer solutions, contributing to these as agreed</p>	
Responsibilities & Key Duties	
<p><b>In addition to responsibilities set out in STPCD and our Mainscale Teacher job description (see below), and to ensure continued substantial and sustained contributions to SVT's improvement, post threshold teachers will also undertake the following duties and responsibilities.</b></p> <p><b>Main Duties and Responsibilities for UPR Post Holders</b></p> <ul style="list-style-type: none"> <li>✓ Support and secure the commitment of others to the Vision, Values, Behaviours and policies of the SVT and promote high levels of attainment.</li> <li>✓ Act as an ambassador for the SVT and positively engage with the MAT and wider community.</li> <li>✓ Ensure quality and equity of provision across classes in the year group.</li> <li>✓ Have clear understanding of intervention strategies used and contribute to their evaluation and impact.</li> <li>✓ Be an excellent practitioner, working within all agreed policies, who is an example to staff, pupils and parents in terms of:             <ol style="list-style-type: none"> <li>1. High personal expectations and standards of classroom practice and professional conduct</li> <li>2. Providing purposeful, stimulating and challenging learning environments inside and outside the classroom</li> <li>3. Excellent subject knowledge of mathematics and English and own subject beyond the taught age range</li> <li>4. The ability to plan, assess and evaluate to a high standard</li> <li>5. High expectations of all pupil attainment and progress</li> </ol> </li> </ul>	

6. Commitment and professionalism to the SVT, going the extra mile to achieve Trust/Academy and/or personal goals
7. Organisational, time management, communication and operation skills
8. Excellent leadership understanding of whole school assessment and data analysis
9. Personal research to develop own and other's practice, through collaboration, discovery, innovation and mastery, making regular contributions to planned meetings.
10. Support SLT in duties when required on rare occasions.
11. Contribute to the behaviour, welfare and safeguarding of all RLA children and young people
12. Lead CPD meetings and INSET through the provision of high quality professional development, such as coaching or accessing other sources of expertise, local and national.
13. Attend leadership team meetings as required and report to staff and governors as necessary.

**Specific Responsibilities of UPR Post Holders:**

Make substantial and sustained contributions to leading and co-ordinating the work of an assigned colleague (UPR1), Year Group (UPR2) or wider area of the Academy (UPR3) by:

- Being a consistently good teacher and using this to support the development of assigned other(s);
- Monitoring teaching and learning, planning, pupils' work, progress and behaviour to raise standards.
- Working closely with members of SLT and subject leaders, to ensure that standards, achievement, actions and developments across the curriculum are monitored to raise the levels of attainment and progress of pupils. Provide written reports when required.
- Ensuring that assigned staff understand our curriculum and policies and follow them accordingly.
- Ensuring the appropriate induction of pupils into the assigned class.
- Supporting the co-ordination of staff, student and volunteer deployment within the assigned group(s)
- Lead, develop and monitor effective continuity and progression for pupil transitions to/from year groups.
- Ensure that parents are well informed about the curriculum by producing and uploading curriculum maps and leading parent engagement activities as requested.

<b>General Teaching Responsibilities</b>
<b>Purpose of the role (job statement)</b>
To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. To meet the expectations set out in the Teachers' Standards and statutory duties. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively and be held accountable by the appropriate line manager for his/her duties, responsibilities and teaching tasks.
<b>Responsibilities &amp; Key Duties</b>
<b>To carry out the following professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Headteacher.</b>
<p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Plan and teach well-structured lessons with an appropriate level of pace/motivation and challenge to assigned classes, following the school's plans, curriculum and schemes of work</li> <li>• Identify clear teaching objectives and how they will be taught and assessed, including pupil interventions</li> <li>• Assess, monitor, record and report on the learning needs, systematically track progress and achievements of assigned pupils, making accurate and productive use of assessment. For all pupils with an EHCP, teachers will evidence progress made on the child's EHCP outcomes through the Annual Review and IEP process.</li> <li>• Use strategies to promote good learning relationships and high attainment in an inclusive environment</li> <li>• Develop Conduct/Behaviour and Care/Health Plans, that identify proactive and reactive strategies to promote safety, health and well being</li> <li>• Use a variety of teaching methods to: <ul style="list-style-type: none"> <li>i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary</li> <li>ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions</li> <li>iii. select appropriate pedagogy and associated resources, ensuring learner needs are met;</li> </ul> </li> <li>• Manage time and resources (including support staff) to maximise learning</li> <li>• Adapt teaching to respond to the strengths and needs of pupils through differentiation of tasks ensuring pupils acquire and consolidate knowledge</li> <li>• Set clear targets based on prior attainment and set high expectations which inspire, motivate and challenge pupils</li> <li>• To lead a subject beyond ECT years and shadow a Subject Leader during ECT years, ensuring teaching colleagues cover of all relevant programmes of study</li> <li>• Maintain appropriate records, integrating formative and summative assessment into weekly and termly planning</li> <li>• Fulfil Trust and school reporting requirements</li> <li>• Contribute to constructive team building amongst teaching, non-teaching staff and parents</li> <li>• Communicate effectively with pupils, parents and carers and report on the development, progress and attainment of pupils</li> <li>• To commit to developing own knowledge of the 4 Broad Areas of Need and develop skills in High Quality Teaching to meet these needs</li> </ul>

- Evaluate and reflect on own teaching to improve

**Please see job advert for any specific duties relating to this post.**

**Organisation, Strategy & Development:**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school and maintain the positive ethos and core values of the school, both inside and outside the classroom
- Establish effective working relationships and set a good example
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Lead organise and direct support staff within the classroom
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

**Health, Safety & Development & Equality:**

- Promote the safety, self-esteem and wellbeing of pupils, modeling high levels of expectation for both behavior and achievement
- Maintain good order and discipline among pupils, managing behavior effectively to ensure a good and safe learning environment in accordance with policy and procedures
- Implement all safeguarding policies
- Use of intervention strategies to address identified issues for development and a commitment to immediate intervention for mastery
- Implement Equal Opportunities in all aspects of school life

**Professional Development:**

- Be responsible for own professional development including the option to undertake an advanced qualification in SEND
- Take part in the school's appraisal/performance management procedures and instructional coaching
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Develop own practice through research, collaboration, discovery and innovation with a willingness to share good practice

**Working with Colleagues & other relevant professionals:**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Actively liaise with therapists to ensure pupils EHCP entitlement is appropriately met
- Develop effective professional relationships with colleagues and support initiatives
- Lead the team of class support effectively to best meet the needs of the pupils and of the school
- To act as a mentor where appropriate
- To support the apprentice teaching assistant programme and the ITT programme
- Provide support for families on academic or other relevant matters, contributing to relevant reports and records

**Personal & Professional Conduct:**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school environment

- Have proper and professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Work within stated policies and practices of the school

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct at all times.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

## Sea View Trust Person Specification: Mainscale Classroom Teacher

Attributes	Essential Criteria	Evidence Source Application (A) Observation (O) Interview (I) Reference (R)	
<b>Application</b>	<ul style="list-style-type: none"> <li>• Succinct, accurately written and presented application form and application letter</li> </ul>	A	
<b>Personal Competencies</b>	<ul style="list-style-type: none"> <li>• Recent good or better teaching as a class teacher within a relevant age phase</li> <li>• High expectations and aspirations for all pupils and staff</li> <li>• Deliver and maintain vision and practice for high quality and inclusive learning, teaching, safeguarding and care</li> <li>• Demonstrate a clear understanding of the broad range of needs in the school and the range of pedagogical approaches which can best support these needs</li> <li>• Efficient, well organised and effectively prepared</li> <li>• Demonstrate strong subject knowledge appropriate for the role</li> <li>• Demonstrate good knowledge and success in meeting the Professional Standards</li> </ul>	<p style="margin: 0;">O, A, R</p> <p style="margin: 0;">A, I, R</p> <p style="margin: 0;">I, A</p> <p style="margin: 0;">O, I, R</p> <p style="margin: 0;">O, A, I, R</p> <p style="margin: 0;">A, I</p> <p style="margin: 0;">O, A, I, R</p> <p style="margin: 0;">O, A, I, R</p> <p style="margin: 0;">O, A, I, R</p>	

	<ul style="list-style-type: none"> <li>• Demonstrate accurate use of Assessment for Learning to promote good or better progress</li> <li>• Demonstrate effective behaviour management strategies</li> <li>• Evidence impact of teaching on good or better pupil progress</li> </ul>	<p>O, A, I, R</p> <p>O, A, I, R</p>	
<b>Personal Qualities and Commitment</b>	<ul style="list-style-type: none"> <li>• Demonstrate effective deployment and motivation of others.</li> <li>• Commitment to further professional learning in order to improve pedagogy and effectiveness in the role.</li> <li>• Promote effective learning through collaboration, discovery, innovation and mastery.</li> <li>• Good or better teaching which demonstrates creativity, fun based learning and high pupil engagement</li> <li>• Establish and manage effective working relationships with all staff to achieve our Vision</li> <li>• Embrace, celebrate and promote equality and diversity.</li> <li>• Passion to work with the Sea View Trust, view the post as a privileged position and be committed to promoting SVT in the local and wider community</li> <li>• Willingness and expectation to share your best practice</li> </ul>	<p>O, A, I, R</p> <p>I, A</p> <p>I, O, A</p> <p>O, I, R</p> <p>I</p> <p>I, A, R</p> <p>I, A</p> <p>A, I</p>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Recognised QTS qualification</li> <li>• Good, relevant, academic qualifications to at least degree level</li> <li>• English, Maths and Science GCSE (or equivalent) to a minimum of C grade standard</li> </ul>	<p>A, I</p> <p>A, I</p> <p>A, I</p>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Strong knowledge and application of IT to enrich learning.</li> <li>• Informed understanding of issues relating to the National Curriculum and its assessment.</li> <li>• Recent, successful experience relevant for the post</li> </ul>	<p>A, I</p> <p>A, I</p> <p>A</p>	

