JOB DESCRIPTION

Post Title:	Secondary SEN Teacher
Location:	The Satellite School - Secondary Site
Salary Grade:	Teacher Pay Scale + SEN allowance
Contract:	Permanent contract, Full time
Responsible to:	The Headteacher
Responsible for:	Pupils

Purpose of the post

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan.

To make a major contribution to the successful teaching and learning opportunities offered at The Bridge Trust.

Main responsibilities

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate

Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of the curriculum areas and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks

Literacy, numeracy and ICT

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues with specific expertise.
- Know when to draw on the expertise of colleagues.

Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

- To take an active part in whole-school development planning.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- To have responsibility for a class group/tutor group (unless otherwise directed by the Headteacher).
- To teach two subject specialisms.
- To be responsible for delivering the appropriate curriculum.
- To organise the classroom, its resources, pupil groupings and displays in order to provide a stimulating learning environment.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- To become acquainted with the planning and record keeping systems in operation in the school; to keep records efficiently and submit them for inspection by the Headteacher on a regular basis upon request.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- To attend Reviews and Case Conferences when required, mainly during school hours, but sometimes out of school hours.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

- To direct and coordinate the work of support staff in their class team or curriculum group.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Follow the school's safeguarding policy and procedures.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of- school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team Working and Collaboration

- To promote good home-school communication system with parents.
- To liaise with other professions and support teachers to develop learning programmes for individual students and /or groups of students.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Personal responsibilities

- To co-operate with the school's Performance Management Procedures.
- To support the Headteacher in the implementation of all school policies and procedures.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children and young people.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

Performance standards

- To manage class and curriculum budgets (as appropriate) according to school policy and practice.
- To keep up-to-date with developments in educational thinking.
- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

Special conditions of employment

Rehabilitation of Offenders Act 1974

- This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bind over orders and warnings being considered.

- If the jobholder is arrested, summonsed for an offence or receives a conviction a bind over order or a warning given by a police force, they are required to inform the Headteacher of this fact immediately. Such information will be treated in confidence, so far as this is consistent with the safety of children, compliance with statutory child protection procedures and the Trust's relevant policies. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Safeguarding and Promoting the Welfare of Children and Young People

- The jobholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The jobholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

Health and Safety

- The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or failure to act. Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the

jobholder's role or circumstances. Both can be accessed via the jobholder's line manager, and the jobholder is required to comply with these and to use any protective clothing or equipment as instructed at all times.

Confidentiality and Data Protection

- The jobholder is expected to comply with the provisions of the Data Protection Act 2018 and the General Data Protection Regulation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy. Nothing shall prevent the jobholder from disclosing information that they are entitled to disclose under the Public Interest Disclosure Act 1998 as amended, provided that the disclosure is made in accordance with the provisions of that Act/s.

Equality and Diversity

- The Trust and its Schools are committed to equality and value diversity. As such the Trust and its schools are committed to fulfilling their Equality Duty obligations and expect all employees to share this commitment. The Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Development

- The Trust has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their continuous professional development and learning, and to attend and participate in any training or development activities required to assist them in fulfilling their role and meeting their safeguarding and general obligations.

The Trust Operates a Strictly No Smoking or Vaping Policy

- This applies to all the Trust's premises and those where Trust's services are provided.

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder will be required to carry out duties as requested by management that are broadly within the level of the post

Person Specification

The person specification describes the skills, knowledge and experience required to carry out the job and will also be used in the shortlisting and interview processes.

Skills/Abilities

Essential

- Skilled in teaching Science and any other subject GCSEs
- Able to teach Functional Skills qualifications and/or Btecs
- Forward-thinking, inspirational and receptive to change
- An excellent teacher with a successful track record of impacting positively upon student progress and wellbeing
- Able to respond to behaviour with resilience using a sensitive and positive approach
- Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies.
- Ability to promote a positive image of the School together with high standards of education, care and behaviour.
- Ability to remain calm and reflective when working in a challenging environment.
- Good IT skills to support the organisation and management of own work as well as a teaching tool.
- Able to follow the Trust's safeguarding procedures and recognise when to report any concerns.
- Ability to contribute effectively to school self-review.
- Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines.
- Ability to work collaboratively as part of a team.

Knowledge

Essential

- Evidence of a sound knowledge of the current curriculum initiatives to promote good to outstanding teaching, learning and behaviour.
- The responsibility of every individual for safeguarding and promoting the welfare of children.

Desirable

- Autism and differences experienced with learning.
- Curriculum development and implementation for students with SEN.

Experience

Essential

- Experience of successfully delivering a differentiated curriculum to pupils with a wide range of needs.
- Experience of teaching Maths, Science and other subjects
- Positive and creative, with a flexible approach to teaching

Desirable

- Experience of working with young people with SEND

Education & Certification

Essential

- Teaching degree/certificate of education
- Qualified Teacher Status

Other requirements

- A professional role model who is committed to their own professional development and to developing others
- Committed to and able to promote the aims of the academy and the values of the Trust.