

# Special Educational Needs and Disabilities Academy Trust (SENDAT)

## Job Description

<b>Job Title:</b>	<b>TEACHER KS2 WITH SEND</b>
<b>Responsible to:</b>	Deputy Headteacher via KS Lead
<b>Responsible for:</b>	Teaching Assistants and resources allocated
<b>Accountable to:</b>	The CEO/Headteacher
<b>Salary:</b>	Main / Upper Pay Range + SEN 1



## CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs. Priory School, a founder member of SENDAT is an academy special school for students with complex moderate learning difficulties (MLD). Priory currently has 189 places including 23 residential places. The age range is 5-18 years old.

All new appointments are subject to a 26-week probationary period, as set out in the SENDAT Probationary Procedure.

## SIGNIFICANT RESPONSIBILITIES:

1. Accountable for a tutor group at KS2
2. Teach the full SENDAT KS2 curriculum to ensure the best possible learning outcomes for KS2 students with a range of complex, moderate learning needs.
3. Support spiritual, moral, social and cultural development at KS2.

## JOB PURPOSE:

1. Provide inspirational and outstanding teaching, offering advice, guidance and support to Key Stage 2 students.
2. Provide a safe and secure educational and caring environment in which children with complex moderate learning difficulties will receive specialist teaching to develop the self-respect, self-confidence, self-control, self-advocacy and self-dependence necessary for participation as members of their community.
3. Provide teaching which will promote each child's intellectual, physical, social, emotional, moral and spiritual development so that each can develop the knowledge, skills and understanding to integrate within the school community and aspire to adulthood characterised by:

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- Personal autonomy and responsibility for one's own life;
- Productive leisure and recreation, useful work and economic self-sufficiency;
- Social inclusion and community participation;
- Roles within the family as self-dependent young adults, partners and/or parents.

4. Tutor a KS2 class.
5. Teach core subjects across the KS2 curriculum as required.
6. Teach any other appropriate subject across the school.

### **SUMMARY OF KEY DUTIES AND RESPONSIBILITIES:**

1. Ensure that SENDAT's aims and objectives are implemented in accordance with the policies of the Trust and national and local education strategy.
2. Work as an outstanding teacher for students with SEND.
3. Demonstrate the ability to be a leader driven by a commitment to create the best possible education opportunities for young people to raise aspirations and help transform lives.

The current School Teachers' Pay and Conditions Document describes the duties which may be required of teachers in the course of their employment. Appraisal in carrying out these duties will be judged against the Performance Management National Standards and the SENDAT pay policy.

### **WORKING WITH OTHERS AND DEVELOPING SELF**

1. Demonstrate a forward-thinking approach to teaching and learning, developing new areas of best practice in special education.
2. Show pro-active commitment to continuing personal professional development.
3. Work closely in support of staff colleagues to share resources and best practice.

### **ORGANISATION**

1. Supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with the students.
2. Take day to day responsibility for organisation and timetabling of the class, including effective deployment of non-teaching staff.
3. Maintain records of assessment, collect appropriate data, maintain pupil's individual education plans, risk assessments and behaviour support plans as required by the school.
4. Be actively involved in planning activities and use of resources alongside other team members.

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## LINKS

1. Work collaboratively with parents /carers and ensure they are fully cognisant of their child's progress and development at school including maintaining a daily home school communication book.
2. Attend and actively participate in regular meetings with parents /carers and external agencies in support of students.
3. Take part in in-service training and maintain professional development and review as required.
4. Establish and maintain positive links with the local community.
5. Impart specialist knowledge to colleagues, parents/carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge.

## SPECIFIC DUTIES

### TEACHING AND LEARNING

1. Assist pupils with SEN in the development of self-esteem, self-expression and self-advocacy.
2. Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate students' progress.
3. To identify students' strengths and priority needs to inform the content of Individual Education Care Plans (EHCPs).
4. Participate in developing Individual EHCPs for students.
5. Contribute to report writing as required in accordance with published deadlines.
6. Adapt and teach a broad, balanced and relevant curriculum which addresses the needs of groups of students taking account of their age, culture and stage in education.
7. Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas.
8. Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum.
9. Actively support and promote the whole-school agreement with regard to the management of student behaviour.

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10. Ensure the safety and supervision of students at all times, by maintaining up-to-date knowledge and understanding of individual Risk Benefit Assessments (RBAs) and following and teaching agreed procedures in the event of emergencies / accidents.
11. Identify regular routines and teach students what is expected of them in the variety of school situations.
12. Manage the work of Special Teaching Assistants working in a Key Stage 2 class, directing their work and ensuring that they are kept informed about teaching methods, targets for individual students and other relevant information.

### **CURRICULUM**

1. Work, with staff colleagues to develop the national curriculum to meet the needs of groups of students with wide ranging moderate learning difficulties.
2. Identify the learning needs of students and contribute to the development of teaching and learning resources and strategies and to advise other staff teaching to help promote the continuing professional development of the whole teaching team.
3. Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of students.
4. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work, using Arbor and other SENDAT ICT systems as appropriate.
5. Carry out assessments as required by National Curriculum Statutory Orders and SENDAT policy so that all planning is informed by knowledge of students' learning.
6. Prepare students for external assessments as required.
7. Maintain a portfolio of work for each student to demonstrate the range of his/her abilities/skills/knowledge and his/her progress in all subjects.
8. Maintain bright, relevant and inspirational displays in tutor room. Contribute to displays in other parts of the school ensuring that students' work and achievements are sensitively exhibited with an emphasis on celebrating success.

### **SPECIAL EDUCATIONAL NEEDS**

1. Take pastoral responsibility for a tutor group of Key Stage 2 students and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the Headteacher/Head of School/Deputy Headteacher.
2. Develop knowledge and understanding concerning:

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- the nature and effect of a special educational need on students' development and on the learning process;
- the ways in which additional difficulties or disabilities, whether arising from society, the education system or the wider environment, can compound problems of access to learning and development;
- the implications of current legislation for students with SEN, together with an understanding of the rationale and wider ethical issues underlying the organisation of provision.

### **MANAGEMENT RESPONSIBILITIES**

1. Lead in a designated curriculum area;
2. Co-ordinate, manage and lead educational visits and trips;
3. Liaise with the School's Leadership Teams and actively contribute to whole school development.

### **SAFEGUARDING AND SAFER RECRUITMENT**

1. The SENDAT Board of Directors is committed to safeguarding and promoting the welfare of children and young persons at all times. Teaching staff, under the guidance of the CEO SENDAT, will be responsible for promoting and safeguarding the welfare of all children on the Priory School site, or with whom he/she comes into contact as part of the work, in accordance with the Trust's Safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of SENDAT;
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the SENDAT within its local communities and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times. Remain familiar with the relevant Trust policies e.g., equalities, safeguarding, inclusion and explore ways of putting them into practice in all its schools and other educational provisions;
6. Undertake other reasonable duties and responsibilities as may be determined in consultation with the CEO/Headteacher.

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### PERSON SPECIFICATION

Key criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• SEN qualification or evidence of specialist autistic spectrum conditions training and development such as SCERTS, TEACCH, PECS,</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Outstanding special needs classroom practitioner</li> <li>• Achieving relevant outcomes for students with autistic spectrum conditions and complex needs</li> <li>• Understanding multi-agency working</li> <li>• Collaborative work with parents/carers</li> <li>• Understanding of specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Experienced in teaching students with autistic spectrum conditions and complex needs</li> <li>• Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour</li> <li>• Successful multi-agency working</li> </ul>
Skills and abilities	<ul style="list-style-type: none"> <li>• Working knowledge and understanding of 'P' levels</li> <li>• Working knowledge and understanding of how to personalise learning</li> <li>• Understanding of a sensory curriculum</li> <li>• Proven ability to differentiate across a variety of achievement levels</li> <li>• Proven ability to establish and maintain high quality planning and recording in line with Trust policy</li> <li>• Working knowledge of formative and summative assessment for pupils with autistic spectrum conditions and complex needs</li> <li>• Knowledge of the Ofsted framework and its impact on Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge and understanding of a sensory curriculum</li> </ul>

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Work-related personal qualities	<ul style="list-style-type: none"><li>• Highly effective English skills both oral and written</li><li>• Excellent inter-personal skills</li><li>• Commitment</li><li>• High expectations for all</li><li>• Competent ICT user</li><li>• Ability to give and receive constructive feedback</li><li>• Flexible and adaptable</li><li>• Ability to prioritise and manage own workload effectively</li><li>• Demonstrate a clear understanding of equal opportunities</li><li>•</li></ul>	
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### Other Requirements

The Special Educational Needs and Disabilities Academy Trust is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list, you could be fined or face a prison sentence.

The Special Educational Needs and Disabilities Academy Trust is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

***SENDAT – Welcoming Diversity***