

St Pauls C of E Primary School

Job Description



Job Title:	SEND Teacher Main Scale
Post Reports to:	Headteacher/Phase Leader
Post Responsible for:	No responsibility for staff
Hours of Work:	Full Time
Salary:	£ To be confirmed with the successful applicant

General Duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
 - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
 - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Promote good progress and outcomes for pupils by:
 - Being accountable for pupils' attainment, progress and outcomes.
 - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding pupils to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
 - Encouraging pupils to take a responsible and conscientious attitude to their own learning.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant curriculum areas, inspiring and maintaining pupils' interest in their learning.
 - Demonstrating a critical understanding of developments in SEND provision.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
 - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.

- Promoting a love of learning and children's curiosity.
- Planning other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- Contributing to the design and provision of an engaging curriculum within the relevant areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
 - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupil's education at different stages of development
 - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant curriculum areas, including statutory assessment requirements.
 - Making use of formative and summative assessment to monitor pupils' progress. Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wide life and ethos of the school.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

Personal and Professional Conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
 - Showing respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and a sense of belonging for those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways with exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory framework, which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of our resource provision, schemes of work, teaching resources, and teaching strategies alongside other teachers and subject leaders.
- Take the lead in a subject area across school developing a coherent and well sequenced plan for that subject, clear assessment strategies, and monitoring the quality of teaching and learning.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional Duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, eg through creating displays of pupils' work.
- Carry out additional tasks as reasonably expected under the direction of the headteacher.