

## Job Description and Person Specification

### Specialist SEND Teacher (Moonstone/EYFS/Key Stage 1)

Role and Context	
Job Title	Specialist SEND Teacher
Salary Grade	Main Pay Scale 1-6
Reports to	Academy Headteacher
Job Purpose	To carry out the professional duties of a teacher as circumstances may require and in accordance with the Trust's policies under the direction of the Academy Headteacher. To work within the HEART Education Trust's Specialist EYFS/KS1 SEND Provision, Moonstone Room.
Other Information	<p>This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay &amp; Conditions Document.</p> <p>The post holder may be required to move about between Trust academies as required by the Academy SLT of Trust Executive Board.</p>
Principal Accountabilities	
<p>The post holder must <u>at all times</u> adhere to the Teachers' Standards 2012 (amended from time to time) as a minimum level of practice.</p>	
<p><b>Areas of Responsibility and Key Tasks</b></p> <p><b>1. Planning, Teaching and Class Management</b></p> <ul style="list-style-type: none"> <li>• Prepare engaging, enticing, differentiated learning activities and environments, paying due regards to the school's schemes of work and the National Curriculum, the special interests and motivations of individual children and their cognitive and other learning needs.</li> <li>• Plan for the delivery of the curriculum in accordance with agreed school</li> </ul>	

policies and procedures incorporating specific strategies to allow ASD learners and pupils with high level special educational needs to access to the curriculum.

- Ensure the curriculum offer is underpinned by approaches which support children with autism, such as but not limited to SCERTS, TEACHH, PECS and sensory integration approaches, Attention Autism, sign-a-long and SoSafe as appropriate to the needs of the children in the class.
- Work collaboratively with professionals such as the Educational Psychologists, Speech and Language Therapists and Occupational Therapists in curriculum planning and delivery ensuring that therapy strategies are embedded throughout the curriculum as part of a graduated approach to meeting the needs of children with sensory processing and functional difficulties and communication and language difficulties.
- To maintain the classrooms and other learning environments and ensure these are organised to meet students' needs.
- Liaise with colleagues to deliver units of work in a collaborative way which maximise integration opportunities.
- Develop and maintain high standards of work, behaviour, attendance and punctuality for all pupils.
- Implement behaviour management strategies which are meaningful to children with complex special educational needs. These strategies must show an understanding of the difficulties inherent in autism, which no child should ever be sanctioned for. Where appropriate, strategies, particularly positive strategies, will be consistent with school policy, but with individual needs always taking precedence.
- Effectively deploy teaching assistants and model high quality practice.
- Provide updated timetables, notes on classroom organisation and important information on individual children for supply teachers.
- Collaborate with the Lead teacher to define appropriate activities for the pupils in relation to the curriculum
- Work alongside the school and the HEART Education Trust Inclusion team to provide a happy and secure learning environment which supports all children to be the best that they can be taking into consideration their starting points.

## **2. Monitoring, Assessment, Recording, Reporting**

- Regularly assess and accurately record key data around pupils' progress. This will include attainment levels as well as individualised assessments, including, but not limited to, NAPS and EHCP targets.
- Regularly set SMART outcomes as well as targets for pupils' attainment levels alongside the assessment lead, the Inclusion Team, the class team, and parents based on the individual children's needs.
- Assess and evidence pupils' progress through a variety of methods.
- Mark and return work within agreed time span, providing verbal, and where appropriate, written feedback and targets.

- Liaise with parents/ carers on a regular basis as well as supporting them to understand their child's learning profile and any diagnoses of special educational needs.
- Attend parent consultation meetings.
- Work collaboratively with outside agencies to support individual children.
- Take responsibility for writing of annual EHCP reviews and any other written reports or documents relating to work in the provision, including attending appropriate meetings.
- Complete documentation and reports required for external professionals and agencies.
- Provide the Head Teacher and Senior Leadership team with half termly progress forecasts and updates related to the specialist provision.

### **3. Safeguarding and Wellbeing**

- Follow the HEART Education Trust safeguarding policies, being continually aware of the additional safeguarding challenges for children with SEND.
- Ensure the welfare and well-being of each pupil at all times during the school day and during any agreed extra-curricular activities.
- Foster the involvement of pupils with the wider local community and vice versa.
- Ensure that Individual Health Care Plans and Intimate Care Plans are in place for children with additional medical needs and undergo any training required to meet those needs.

### **4. Leadership and Management**

- Lead and support a small team.
- Line manage staff within the provision to ensure outstanding SEND-specific practice.
- Help identify and be involved with provision staff's training needs whilst also offering training and support to mainstream staff.
- Take management responsibility for the specialised provision, including managing timetables, rotas and other day-to-day logistics.
- Keep abreast of all relevant educational developments, particularly ones related to special educational needs and ASD, and relay key messages to team members.
- Ensure that own practice and that of the team is in line with agreed school policies and procedures.
- Provide a positive role model for other members of staff, supporting to develop the whole school community's knowledge and understanding of special educational needs and to be an advocate for SEND.
- Contribute to, and occasionally lead, staff development activities across the

HEART Education Trust.

- Support and uphold the school's policies on behaviour, discipline, safeguarding and bullying.
- Lead initiatives, jointly with the Inclusion Team, to promote integration within the school and across the HEART Education Trust to ensure all children have the opportunity to learn from their peers.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and the employee.

#### Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A degree or equivalent.</li> <li>• Evidence of continued professional development, particularly in relation to SEN and ASD</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree qualification, post graduate courses</li> <li>• SEND specific qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Evidence of participation in INSET</li> <li>• Classroom teaching experience across EYFS/KS1</li> <li>• Experience of teaching pupils with a range of SEND needs</li> <li>• Experience of delivering a range of SEND interventions</li> <li>• Experience of managing teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• A minimum of three years teaching experience within the primary phase with experience of being within a specialist setting, either a special school or a mainstream resource base.</li> <li>• Experience of managing and /or coordinating staff</li> </ul>
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence of an up to date, thorough knowledge of all aspects of the primary curriculum and</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of an OFSTED inspection and its follow up</li> <li>• Understanding of conduct of teacher</li> </ul>



	<p>strategies of how these can be modified for children with high level special educational needs</p> <ul style="list-style-type: none"><li>• Evidence of an understanding of how children learn with a particular focus on children with ASD and GDD</li><li>• Passionate about and committed to developing a rich, exciting and imaginative curriculum, which offers stimulating and challenging experiences for all children and aims to develop a lifelong love of learning</li><li>• Committed to creating integration and reverse integration opportunities for children with their link, mainstream classes to give all children the chance to learn from each other.</li><li>• Evidence of planning for and delivering suitably differentiated learning activities for children with high level special educational needs</li><li>• Evidence of assessing pupils with ASD, GDD etc and demonstrating children's progress, including progress in less defined curriculum areas and "soft skills"</li><li>• Evidence of organising all aspects of a learning environment, including</li></ul>	<p>appraisal</p> <ul style="list-style-type: none"><li>• Involvement in school improvement work.</li><li>• Understanding of how to set targets</li><li>• Understanding of the role which can be played and the community in raising standards</li><li>• Ability to implement changes and monitor impact</li><li>• Commitment to the school's wider community</li><li>• A positive and energetic approach to work</li><li>• Flexible and approachable</li><li>• Resilient under pressure</li><li>• An understanding of the way schools can promote values and a moral code.</li><li>• Understanding of the needs to promote positive role models</li></ul>
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	<p>the room organisation, adopting low arousal principles</p> <ul style="list-style-type: none"><li>• Evidence of managing challenging behaviours</li><li>• Evidence of problem solving and thinking creatively, particularly with regards to complex behaviours</li><li>• Commitment to equality of opportunity</li><li>• Commitment to race and gender equality and social inclusion</li></ul>	
<b>General Information</b>		
<p>All work performed/duties undertaken must be carried out in accordance with the Trust's policies and procedures, within legislation, and with regard to the needs of our stakeholders and the community we serve.</p> <p>Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the role, as requested by management.</p>		