



Post Title	Grade
SEN Teacher	Salary: MS1 – UPS3 (dependent on experience) Plus SEN allowance

### Reporting Relationships

Responsible to: Principal

Responsible for: Provide education and welfare for a designated class/group of students

### Statement of Purpose

To support the Principal and Vice Principal with promoting the aims and vision of the academy by continually developing the students and carrying out duties and responsibilities pro-actively and conscientiously.

### General

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes by students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured medium-term plans and lessons
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment

### Support to Other Staff

- Lead a class team
- Provide clear guidance to Teaching Assistants
- Help to disseminate good practice across the academy

### Professional Accountabilities

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teacher's in a professional position.
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in way which exploit students' vulnerability or might lead them to break the law.

- Being aware of and promoting the principles of the PREVENT agenda through teaching, mentoring and guidance of students.
- Teachers must have proper and professional regard for the ethos, policies and practices of the academy in which they teach, and maintain high standards in their own personal presentation, attendance and punctuality.
- Teachers must have a clear understanding of, and always act within, the Statutory frameworks which set out their professional duties and responsibilities.

### **Financial Management**

- Personally, accountable for delivering services efficiently within budget and to implement any approval savings and investment allocated to the service area.

### **People Management**

- To comply and engage with people, management policies and processes.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training, other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

### **Safeguarding**

- Promote and safeguard the welfare of all children and young persons you are responsible for or come into contact with.

### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

### **Climate Change**

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare, and which is in accordance with the Academy and Shaw Education Trust's Health and Safety policy.

#### **Note 1:**

***The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***



Person Specification  
SEN Teacher



Essential: E Desirable: D	Criteria	Measured by
E E D E D D E E D D E D D	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in mainstream and/or special schools.</li> <li>• Experience of working with children with SEN.</li> <li>• Experience of multi-agency working practices.</li> <li>• Evidence of CPD.</li> <li>• Experience of working closely with Teaching Assistants.</li> <li>• Experienced teacher with pupils with ASD.</li> <li>• Knowledge of assessment procedures and effective use of data.</li> <li>• Excellent knowledge of national curriculum.</li> <li>• Understanding of the specific problems and issues for a pupil with SEN at a variety of ages (KS3 – KS5).</li> <li>• Knowledge and experience of implementing a range of practical approaches for a pupil with SEN.</li> <li>• Excellent classroom practitioner.</li> <li>• Experience of teaching English up to GCSE and Functional Skills Level 2.</li> <li>• Experience of teaching Humanities.</li> </ul>	AF/I/R
E D E E	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Advanced Qualifications in SEN/ASD</li> <li>• Recent relevant CPD in current education practice</li> <li>• Degree</li> </ul>	AF
E E E E E	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Good communication and listening and written skills.</li> <li>• Ability to positively influence the teaching practice of others.</li> <li>• Good organisational skills.</li> <li>• Flexibility to work across all Key Stage areas if required.</li> <li>• Understanding and application of positive behaviour management and relational practices.</li> </ul>	AF/I/R

<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>	<ul style="list-style-type: none"> <li>• Ability to establish rapport with students, professionals, parents and the wider community.</li> <li>• Competent and confident in utilising ICT programmes.</li> <li>• Self-motivated and able to work independently.</li> <li>• Ability to work as part of a team.</li> <li>• Good interpersonal skills.</li> <li>• Ability to work under pressure.</li> <li>• Current Driving License.</li> <li>• Experience of compiling written reports on students with individual needs including reviewing EHCPs.</li> </ul>	
<p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p><b>Personal Qualities and Attributes</b></p> <ul style="list-style-type: none"> <li>• Has a professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Ability to take on a role of authority.</li> <li>• Demonstrates active listening skills.</li> <li>• Takes responsibility and accountability.</li> <li>• Demonstrates vision for the role.</li> <li>• Committed to the needs of the students, parents and other stakeholders and challenges barriers and blocks to providing an effective service.</li> <li>• Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Demonstrates focused implementation of role and responsibilities.</li> <li>• Builds strong team ethos within the classroom where everyone feels valued.</li> <li>• Is accountable for own development and encourages the ownership of development needs amongst team members.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Demonstrates an enthusiastic and decisive attitude.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> <li>• Emotional resilience and patience.</li> <li>• Ability to work on own initiative.</li> </ul>	

**Key:**

AF – application form

I – Interview

R - references

**Note 1:**

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form, they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.