The Harmony Trust
Job Description

Job Title: Inclusion Hub Teacher	
Teachers Main Pay Scale or Upper Pay Scale + SEND Allowance	
Responsible to: Trust Senior Leader for SEND	**Responsible for:** Teaching within the Inclusion Team, upholding inclusive the vision and values of the trust
Job Description - This job description is based on the Teachers Standards and may be amended at any time following consultation between the post holder, Leadership Team and Board of Trustees.	

Job Purpose:

- To offer all pupils an effective, safe, nurturing education in an environment appropriate to need, providing equality of opportunity to all, in line with Academy/Trust policies
- To deliver a specialist curriculum based on pupils needs including EHCPs and specific SEND assessment tools.
- To plan learning opportunities that enable pupils to meet their EHCP outcomes
- To lead a team of support staff working within the inclusion hub
- To deliver the appropriate curriculum including National / Foundation Stage Curriculum if appropriate.
- To work in partnership with pupils, parents, leaders, Trustees, other staff and support agencies.
- To support the work of the Academy SENDCo

Main Responsibilities:
The teacher will be expected to plan and deliver a rich, balanced curriculum which:

- Offers pupils equality of opportunity in line with the policies of the trust and the academy
- Ensures continuity and progression within the work of the hub and the classes to and from which the children may transfer to during different transition stages.
- Exploits, in all their teaching, opportunities to develop children's skills within both their primary area of need and additional needs.
- Covers subjects of the curriculum which are delivered at an appropriate level to meet the needs of all the children in the class as identified in EHCPs.

The teacher needs to know the children in their care well and to:

- Plan lessons, teach and assess pupils in all subjects.
- Observe, assess and record systematically the progress of each child.
- Use observations, assessments, and data to inform planning, teaching and record keeping.
- Provide regular oral and written feedback to parents and pupils on the outcomes of their learning.
- Prepare and present reports on pupils' progress to parents.
- Identify and respond appropriately to the individual needs of each pupil.

The teacher will use a wide range of learning and teaching strategies to:

- Support pupils' learning and be aware of the various factors which affect the process.
- Set appropriate and challenging expectations / targets for the pupils.
- Establish clear expectations of pupils' behaviour, both in and out of the classroom.
- Create and maintain a purposeful, ordered and supportive environment.
- Ensure that the pupils are engaged, interested and motivated.
- Present learning tasks and curriculum content in an appropriate and stimulating way.
- Teach whole classes, groups and individuals where appropriate in order to achieve the best outcomes from the pupils.
- Communicate clearly and effectively with pupils through questioning, instructing, explaining and giving feedback.
- Manage effectively and economically their own and pupils time.
- Make constructive and innovative use of ICT and other high quality resources for learning.
- Organise events and trips to enhance the children's experiences and opportunities for learning.
- Ensure that the pupils are offered equality of opportunity.
- Provide staff with appropriate CPD

The teacher will develop through the provision of appropriate training and support:

- Effective working relationships with professional colleagues, support staff and parents.
- The ability to recognise diversity of talent and interest including that of able pupils.
- The ability to identify and provide for pupils with SEND, EAL and specific learning difficulties.
- The ability to evaluate pupils learning and recognise how their intervention enables the pupils to make good progress.
- A readiness to promote the spiritual, moral, social and cultural development of pupils.
- Their professional knowledge, skill and understanding through their continued CPD.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager.

Person Specification – Inclusion Hub Teacher

Category	Essential	Desirable	How Identified
Qualifications	• Qualified Teacher • Degree or good professional qualification • Evidence of professional development		A
Knowledge	• Sound understanding of the National Curriculum, and primary practice • Knowledge and experience of KS1/KS2 statutory assessments • Knowledge of current educational developments • Understanding of the nature of inclusive practice • Sound knowledge of the SEND code of practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Good understanding of current legislation relating to SEND, safeguarding, attendance and equality. • Knowledge of effective inclusive practice and adaptive teaching strategies.	• Knowledge of expertise in quality SEND practice • Understanding of trauma-informed practice. • Knowledge of specialist assessment tools such as Boxall Profile, sensory profiling or communication assessments. • Knowledge of Autism, SEMH and Speech, Language and Communication Needs.	A/I

	• Understanding of Quality First Teaching and graduated response approaches. • Understanding of EHCP processes and statutory responsibilities. • Understanding of barriers faced by pupils with SEND and strategies to overcome them. • Knowledge of effective behaviour support approaches and relational practice. • Understanding of safeguarding procedures and responsibilities		
Experience	• A minimum of 3 years teaching experience • Class teaching in either KS1 or KS2 • Working in a school with a high number of Pupil Premium children • Experience of working with children with SEND • Experience of working with pupils with Speech, language and communication needs • Experience of working with pupils with Autism spectrum condition • Experience of working with pupils with complex needs • Experience of effectively managing staff • Experience of working with parents and external agencies. • Experience of monitoring pupil	• Class teaching in a special needs unit/school • Experience of conducting training • Experience teaching within specialist provision, resource bases or Inclusion Hubs. • Experience delivering CPD or modelling practice to colleagues. • Experience leading multi-agency meetings. •	A/I

	progress and analysing outcomes. • Experience of deploying and directing support staff effectively. • Experience of contributing to school improvement initiatives. •		
Skills	• Good communication and interpersonal skills • Ability to set, monitor and evaluate clear targets for pupils • Ability to plan logically with clear objectives related to the National Curriculum • Good classroom practitioner • Skills in the use of ICT as a teaching tool • Good organisational skills • Ability to plan to meet the needs of pupils with special educational needs • Good record keeping skills • Ability to evaluate provision and implement improvements. • Ability to build effective relationships with pupils, families and external agencies. • Ability to adapt teaching and learning for pupils with complex communication, cognition and social-emotional needs. • Ability to develop and implement personalised learning programmes. • Ability to monitor and evaluate the impact of interventions.		A/I

	• Ability to create nurturing and highly inclusive learning environments. • Excellent written and verbal communication skills. • Ability to communicate effectively with parents, colleagues and professionals. • Ability to handle sensitive and confidential information appropriately. •		
Qualities	• Ability to teach with enthusiasm and motivate pupils • Communicate and disseminate information at a child's level of understanding • Ability to work collaboratively in teams • To be diplomatic and professional at all times • Willingness to travel across Northwest hub sites if required • Ability to work under pressure and prioritise effectively • Passionate advocate for inclusion and equity. • Commitment to improving outcomes for pupils with SEND. • High levels of integrity, professionalism and confidentiality. • Resilient, adaptable and solution-focused. • Reflective practitioner committed to continuous improvement. • Commitment to safeguarding and		A/I

	promoting the welfare of children •		

Abbreviations: AF = Application Form; I = Interview.