THE DOVE-SHELL FEDERATION

Job Description

SEND Class Teacher

Job title	Addition resourced provision Class teacher (14 children with a view for this to extend to 24 children)
Grade	Main scale + SEN allowance (Negotiable on experience)
Accountable to	Executive Head Teacher
Line manager	Federative Inclusion Lead & SENCo

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards 2012.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning, behaviour and well-being.

Main duties

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Teach pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.

- Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the school's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms, around the school and when learning off-site, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the school and in other schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Additional Responsibilities

Day to day organization of the ARP

Under the supervision of Federative SENDCo & Inclusion lead

Operational Responsibilities

Organisation / deployment of staff

- Ensure a weekly timetable is drawn up to ensure staffing us used efficiently
- Plan and brief and evaluate staff on their daily work
- Take a lead in individualised planning for children with the input of ARP staff
- Plan activities in the community using the schools mini-bus and external risk assessments.

Assessment

- Assess pupils against their EHC plans and alongside year group class teachers.
- With Federative SENDCo ensure EHCP targets meet the needs of the pupil and plan.
- Use staff within the ARP to contribute to the day-to-day assessment of pupils to ensure next steps in learning.

Resourcing

- Auditing and ordering resources as necessary for the ARP
- Securing with Inclusion lead and Federative SENCo targets for ARP within the schools SDP

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the 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' 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 ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities and within the policies, handbooks and guidelines of the school and LA.

Equality

- Ensure that the school reflects a vibrant and inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.

Beliefs, attitudes and personal attributes

- Focused on pupil achievement.

- Resilient and persistent in goals, but adaptable to context and people.
- Willing to develop a deep understanding of people and context.
- Willing to take risks and challenge accepted beliefs and behaviours.
- Self-aware and able to learn.
- Optimistic and enthusiastic.
- Support the Christian ethos of the school, including taking part in Religious Education and Acts of Worship.

General

The post holder will:

- Be expected to actively support work and ethos of the school.
- Be expected to undertake such additional duties as may reasonably be requested by the executive head teacher.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the executive head teacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, safeguarding and child protection.
- Actively use school e-mail communication.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of school. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

Signed …… Post holder

Signed …… Executive head teacher

Dated ……..

Person Specification

This person specification outlines the essential and desirable criteria required for the role. Candidates will be assessed via their application form (A), interview process (I), and lesson observation/task (T).

Qualifications & Professional Development:

Criteria	Essential / Desirable	Assessment
Qualified Teacher Status (QTS).	**Essential**	A
Degree or equivalent qualification.	**Essential**	A
Further professional qualifications in SEN / Autism / Speech & Language (e.g., Post Grad Cert in Autism, Language Impairment, or NASENCO).	**Desirable**	A
Evidence of recent, relevant professional development related to SLCN, ASD, and sensory processing.	**Essential**	A / I / T

Experience:

Criteria	Essential / Desirable	Assessment
Proven, successful teaching experience within a UK primary school setting.	**Essential**	**A / I / T**
Substantial experience working directly with children diagnosed with ASD and complex communication/interaction difficulties.	**Essential**	**A / I**
Experience in developing, implementation, and tracking of highly personalized profiles, EHCP targets, and individual learning plans.	**Essential**	**A / I**
Experience setting up or significantly developing a classroom environment, structured teaching areas, or specialist intervention zones.	**Desirable**	**A / I**
Experience leading, managing, and training Teaching Assistants to deploy high-impact interventions.	**Essential**	**A / I**

Knowledge & Understanding :

Criteria	Essential / Desirable	Assessment
Deep understanding of the primary National Curriculum and how to differentiate/adapt it radically for children with severe learning and communication barriers.	**Essential**	A / I / T
Expert knowledge of specialist strategies such as TEACCH (structured teaching), Attention Autism, PECS, Makaton, and the SCERTS model.	**Essential**	A / I
Sound understanding of sensory integration techniques and how sensory diets can be integrated into a school day.	**Essential**	I
Strong working knowledge of the SEND Code of Practice and statutory EHCP processes.	**Essential**	A / I
Clear understanding of positive behaviour support and trauma-informed practices, viewing behaviour as an expression of an unmet communication or sensory need.	**Essential**	I / T

Skills & Competencies:

Criteria	Essential / Desirable	Assessment
Ability to create a highly structured, low-arousal, visually supportive learning environment.	**Essential**	I / T
Exceptional communication and interpersonal skills, with the ability to navigate delicate, emotional conversations with parents and caregivers.	**Essential**	I
Ability to write precise, analytical reports for annual reviews and multi-agency panels.	**Essential**	A
Excellent collaborative skills to work cohesively with external agencies like Speech and Language Therapy (SLT) and Occupational Therapy (OT).	**Essential**	I

Personal Attributes:

Criteria	Essential / Desirable	Assessment
High levels of emotional resilience, patience, and a calm, stabilizing physical presence.	**Essential**	I / T
A flexible mindset—someone who can pivot instantly when a child's sensory or emotional needs require a change of plan.	**Essential**	I
A genuine passion for inclusion and an unwavering belief in the potential of neurodivergent young people.	**Essential**	I