

Job Description **SEND Teacher**

Start Date:	January 2025
Responsible to:	Deputy Head/Inclusion lead or Headteacher
Location:	Queen's Park Infant Academy
Grade:	Mainscale - Upperscale M3-U3 (FTE £35,674 - £49,084 per annum) + SEN allowance
Disclosure Level:	Enhanced Disclosure & Barring Service Check

Overall Purpose

- The classroom teacher will teach a range of subject lessons from our bespoke planned curriculum as well as have responsibility for a SEN class.
- Suitable candidates will have a demonstrable background in promoting high-level outcomes for pupils with SEN needs.
- They will have experience of delivering a high-quality child focused curriculum as well as strong pastoral qualities.
- They will assist the Inclusion Lead to determine the strategic development of special educational needs (SEN) policy and provision in school.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies associated with the bespoke provisions.
- A SEN teacher is expected to fulfil the responsibilities of a teacher, as set out in the STCD.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

Key Accountabilities & Duties

- Ensure that teaching is based on current best available practice and is consistent with a high standard of practice.
- Create an outstanding child experience through the effective management of support staff.
- Promote and pursue inclusion of the children within the school community, including access to an appropriate curriculum, facilities and extra-curricular activities
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant services for the pupil, liaising with the Inclusion leader.
- Communicating with professional stakeholders and outside agencies such as Speech and language and Educational Psychologists
- Ensure records are maintained and kept up to date. Ensure the stringent record, monitoring and reporting of attainment
- Review Education, Health and Care Plans (EHCPs), attend/lead Annual reviews and design short term Individual Education Plans (IEP's) with parents or carers and the child. Other plans could include Relational plans (Behaviour plans) and Risk assessments.
- Communicate regularly with parents or carers.

- Ensure, if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
- Participate in the School's appraisal process and to undertake all CPD requirements and training that may be appropriate.
- Take appropriate responsibility to ensure the health and safety of self and others.

Leadership and management

- Work with the Deputy Headteacher/Inclusion Lead, Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Identify training needs for staff and how to meet these needs.
- Share procedural information, such as the school's SEN and Relational (behaviour) Policy.
- Promote an ethos and culture that supports the school's relational policy and promotes good outcomes for pupils with SEN or a disability.

Whilst every effort has been made to explain the main duties and responsibilities of the SEN Teacher role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their School Leadership team.

Person Specification: SEND Teacher

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ▪ A relevant degree or higher degree qualification ▪ Qualified Teacher Status ▪ Commitment to continuing professional development 	<ul style="list-style-type: none"> ▪ Qualification in Understanding Autism.
Experience:	<ul style="list-style-type: none"> ▪ Significant Teaching experience (preferably KS1) ▪ Demonstrate evidence of practise in working with children who have learning difficulties and disabilities including; ASC, Sensory Processing and social communication difficulties, SEMH ▪ Current experience of working with children and being able to promote a desire for learning ▪ Experience in teaching children to emotionally co-regulate demonstrating attunement and de-escalation strategies. 	<ul style="list-style-type: none"> ▪ Experience working in EYFS. ▪ Experience of specialist settings ▪ Experience of small class teaching
Professional knowledge:	<ul style="list-style-type: none"> ▪ Sound knowledge of SEND Code of Practice. ▪ Up to date and excellent subject knowledge ▪ Knowledge of learning difficulties and disabilities and an in depth understanding of the effects on learning ▪ Ability to plan and evaluate interventions. ▪ Knowledge of assessment and data analysis skills including the ability to use data to inform provision planning – e.g. Boxall Profiles/B squared ▪ Knowledge of ASC teaching strategies ▪ Effective knowledge of strategies that maintain a learning environment with high standards of behaviour and conduct ▪ Ability to build strong relationships with vulnerable children and families. ▪ Ability to influence and negotiate. ▪ Good record-keeping skills. 	<ul style="list-style-type: none"> ▪ Knowledge gained from teaching in specialist settings – Intimate Care and other First Aid procedures ▪ Knowledge of Speech & Language and total communication approaches including: PEIC-D; Attention Autism, AAC, Makaton; PECS ▪ Knowledge of sensory integration strategies such as sensory circuits. ▪ Knowledge of emotional regulation techniques such as the Zones of Regulation ▪ Knowledge of ACES (adverse childhood experiences) ▪ Knowledge in Trauma informed practice. ▪ Team Teach trained.

Professional skills & abilities

- Commitment to Safeguarding and equality.
- Commitment to maintaining confidentiality at all times.
- Excellent interpersonal skills
- Excellent communication skills – being a positive role model to support communication with a sensitive, nurturing and consistent approach.
- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.
- Ability to work on own and motivate self as well as work under pressure and prioritise effectively.
- Be able to support and promote a reflective learning ethos
- Appetite for continuous improvement and a willingness to share expertise within the school and the Partnership.
- Commitment to the school's wider community
- Ability to use and promote a wide range of teaching methodologies
- Good ICT skills, particularly using ICT to support learning.

The post holder may be required to travel to other local sites, including other CLP schools.