

The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



<u>JOB PROFILE</u>	
Department	Teaching & Learning
Job Title	SEN Teacher
Reports To	Senior Leadership Team
Responsible To	Principal
Job Purpose	<ul style="list-style-type: none">To fulfil the professional responsibilities of a teacher, planning implementing and reviewing learning opportunities for a class group, ensuring that students make good progress as set out in the Teachers' Pay and Conditions Document and Teacher's Professional Standards.To be responsible for the education and welfare of designated classes or groups of students with a range of complex and special educational needs in accordance with the requirements of the Conditions of Employment of Teachers, having due regard to schools aims, objectives, policies and curriculum.To be responsible for the effective management of support staff including monitoring and supervision.To be responsible for the effective management of student's behaviours in line with the principles of the schools Positive Behaviour Support (PBS) frameworkTo share responsibility for the safety and wellbeing of all students.

<u>JOB DESCRIPTION</u>
As a SEND teacher you will:
<ul style="list-style-type: none">Plan and teach inspirational, specialist and highly differentiated lessons across the school. SEND classes.Make accurate and productive use of assessment, to promote good student (academic) progress and emotional development, including the use of Thrive assessments.To prepare and produce long, medium- and short-term plans for classes in accordance with



agreed school formats and policies.

- Ensure that appropriate targets are set and achievement monitored to inform future planning.
- Provide a stimulating and well-structured learning environment suitable for students with special educational needs.
- Establish a learning culture within the classroom where students are positively supported and encouraged to do well in a climate of equal opportunity and security.
- Champion the needs of students in your SEND classes across the wider school.
- Develop bespoke lessons, based on the PHHS curriculum framework, which both meets the academic, social, emotional and personal development needs of students.
- Ensure lessons support with numeracy and literacy and IT across the curriculum.
- Be responsible for delivering a range of curriculum subjects, differentiated at appropriate levels for students
- To take overall responsibility for the pastoral care of students in your class.
- To co-ordinate and oversee the organisation of educational visits for your class, including risk assessments as appropriate.
- Play a full and active role in the development of the school including department and whole school improvement, aware of and implementing national developments in best practice.
- Engage proactively with the school's performance development, review and supervision processes.
- Participate in, and take responsibility for, your continuing personal professional development.
- Support the school through developing consistent approach to behaviour management, teaching and learning, marking, assessment etc. following relevant school policies.
- Responsible for ensuring the development and consistent implementation of PBS strategies, appropriate to individual students.
- Check students' attendance at each lesson, developing strategies to ensure inclusion in the classroom learning environment.
- Promote student progress through the effective deployment and coordination of support staff including HLTA's, TAs and specialists from external agencies.
- To maintain good standards of engagement in learning in the classroom and elsewhere encouraging positive behaviour and development of desirable social skills.
- Ensure the Health & Safety and well-being of students in the classroom and elsewhere by assessing risks in planned and day-to-day activities and reducing any risks to an acceptable level.
- Record, share and evaluate the work of specialist interventions (e.g. therapists).
- To provide or contribute to oral and written assessments, reports and references relating to individual or groups of students.
- Contribute to the production and review of:
 - EHC Plans and updated as required.
 - Annual reports for the Annual Review of EHCP's and statutory Annual Reports to parents/guardians/authorities.
 - Individual education which will be reviewed plans and update on a termly basis.
- To attend statutory annual reviews or other related meetings such as MDT or CIN reviews.
- To prepare and revise other documents relevant to individual students such as risk assessments and Behaviour Support Plans in line with school policies.
- Provide support and advice to parents and carers of students, building positive relationships to encourage their involvement in their child's education and provide feedback on children's progress.
- When appropriate, to direct the work of other staff or adults working in the classroom to ensure



that they are fully briefed on their role and where possible, involved in planning and evaluating the student achievements.

- To take an active part in meetings, within the contracted 1265 hours where appropriate, making a positive contribution and supporting the school policies and good practice i.e. in staff meetings, parents evening and training events.
- Any other activities, which reasonably match the level of responsibility for the post and are within the guidance given in the schoolteachers pay and conditions document.
- In addition to a teaching timetable, coordinate and lead the development of a specific curriculum subject or provision.

Management of Physical Resources

- Create and maintain a carefully considered physical environment and classroom, including displays of student work; group or independent learning areas; specialist 1:1 space in line with school policy.
- To contribute where necessary to the professional development of other teachers and non-teaching staff, including induction, mentoring, supervision and training.

Support to children, young people and families

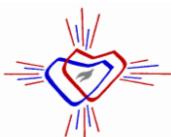
- Build effective relationships with parents and carers, sharing information regarding students' achievement, behaviour and well-being.
- Attend events for parents and carers, for both current and prospective students where required.
- Support students and their parents and carers to make the most of the educational and other relevant opportunities available to them.
- Liaise effectively with other agencies when necessary, for example, social care, CAMHS, EPs etc.

General

- Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning, etc.
- Carry out any other duties appropriate to the level expected of a teacher paid a SEN Allowance.
- Take reasonable care of the health and safety of yourself, other persons and resources whilst at work.
- Cooperate with the leadership and management of the school as far as is necessary to enable the responsibilities placed upon it under the Health and Safety at Work Act to be performed e.g. operate safe working practices.
- To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document and teacher's Professional Standards as directed by the Principal.
- You will be expected to carry out your duties in line with the school's policies, procedures, induction, ongoing performance management and development through school communications.
- As part of your wider duties and responsibilities you are required to promote and actively support the school's responsibilities towards safeguarding.

Responsibility:

- Responsible to the Principal and the Governors for delivering excellent teaching and creating a positive learning environment for the students allocated and for supporting the ethos and policies/procedures approved by the Governing body.
- Responsible for consistent implementation of PBS strategies, appropriate to individual students.
- Responsible to colleagues and the school management for teamwork and positive



contribution for the good of the whole school.

- Responsible for the induction, supervision and direction of other adults and colleagues working in the classroom, providing appropriate leadership and guidance regarding their role.
- Responsible for his/her own continuous professional development, undertaking development activities and training appropriate to the post to ensure the continuous updating and developed professionalism.

Decision Making:

- Assessment of student progress and appropriate targets to be set with given timescales.
- When concern for a child's welfare should be referred to the Principal for any reason, but especially child protection cases.
- Using professional judgement to set a challenging but achievable pace to the lessons, which stimulates intellectual curiosity and fosters enthusiasm.

Main contacts and reason for the contact:

- Students – to teach them and motivate them to learn by providing support and guidance in groups and individually. To identify appropriate objectives and targets for each student in discussion with them and assess their progress against the targets.
- Classroom support staff – to direct their activities and ensure that they are properly briefed to work as part of an effective team enhancing student's learning in the classroom.
- Other teachers – to work collaboratively as part of a teaching team to provide a cohesive learning package for students which is appropriate to their needs. To plan jointly within the department or key stage. To provide clear records of achievement when students' progress within the school or to a new learning environment to pass relevant information to other agencies.
- Therapists – to work jointly with them to provide a person-centred package of support to each student where all support is well integrated and complementary.
- Senior managers – to take direction and receive professional support. To work as part of a team within a subject area or key stage to plan lessons and schemes of work. To discuss difficulties and seek guidance when concerns arise about particular students.
- Parents - to consult them regarding targets set for their children and teaching
- /support available to enable students to access the curriculum. To keep them informed regarding their student's progress against targets set. To discuss parents/carers concerns and suggest ways for parents/carers to support students at home with various activities and learning opportunities to meet their particular needs.
- Governors and Trustees – to explain their work area and systems in place to provide a high-quality learning environment. To work in partnership with Governors who have particular responsibility for subject areas or key stages which are the teacher's area of expertise.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The post holder will be expected to undertake other tasks commensurate with the general level and responsibility of the post as decided by the Principal and/or Governing Body in the context of the schools changing needs.



The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Pield Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.

Postholder Name: _____

Signature: _____

Date: _____



PERSON SPECIFICATION

Criteria		Essential	Desirable
Qualifications and Training	Degree or equivalent	✓	
	PGCE and UK recognised qualified teacher status	✓	
	Qualified Teacher Status or equivalent	✓	
	Experience of working in a school environment, preferably within SEN, with ability to understand the complexities and challenges of working in this unique environment.	✓	
	Qualification in teaching students with special educational needs.	✓	
Knowledge and Experience	Knowledge of effective teaching and learning strategies, and confident in the ability to adapt teaching to meet student's needs.	✓	
	A good/outstanding teacher with successful experience of teaching students with special educational needs. (Part of the interview process will involve a lesson observation).	✓	
	Knowledge and understanding of the National Curriculum.	✓	
	Communicate effectively with students, parents and carers.	✓	
	Collaboration and work with colleagues and other relevant professionals within and beyond the school – to be a good team player.	✓	
	Experience of writing progress reports for students with SEN.	✓	
	Experience of implementation of specialist support strategies in communication and sensory regulation.	✓	
Skills and Abilities	Excellent organisational skills.	✓	
	An imaginative and creative approach to learning	✓	
	A hardworking, dynamic, enthusiastic and flexible approach to tasks and problem solving.	✓	
	Ability to manage your workload and work under pressure.	✓	
	Ability to work as part of a team	✓	
	Ability to manage and motivate class team	✓	
Personal Attributes	A flexible approach to work	✓	
	Excellent interpersonal, written/oral communication skills to a range of audiences, colleagues, parents and other professionals.	✓	
	A desire to continue the development of professional skills	✓	



	Commitment to the ethos and practices of the school.	✓	
	A commitment to equality and diversity	✓	