

Brookthorpe Hall School

JOB DESCRIPTION: **SEN Teacher (Secondary)**

Reports To: **Assistant Headteacher (Quality of Education)**

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Principal and the post holder.

Purpose of Job:

1. To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all students in consultation with the SLT.
2. To teach a range of KS2 subjects as necessary and ensure the effective delivery of the school's curriculum.
3. In consultation with the Assistant Headteacher undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum.
4. To work with the wider Brookthorpe team to provide a safe, purposeful and welcoming environment for all staff, students, stakeholders and visitors
5. To be an ambassador for the school and Group including its work, its ethos and the positive progress of its students.

Knowledge and Understanding

Have knowledge and understanding of:

- The school's vision, aims, priorities, targets, curriculum policies and action plans;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of student's attainment
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Education Health Care Plans, their review, development and implementation
- The implications of the code of practice of special educational needs for teaching and learning.

Specific Roles and Responsibilities

- To play a key role in the development of provision within Brookthorpe Hall School
- To work with schools, parents, key agencies and the young people with SEN to ensure effective transition and inclusion of students, including those with a diagnosis of ASD.
- To support the development of learning styles and appropriate teaching approaches, behaviour management, classroom strategies, resources and whole school policies for children with complex needs.
- To initiate and model autism specific teaching strategies for Teaching Assistants in conjunction with Brookthorpe Hall School's clinical team, relating to individual students within the classroom and whole school.
- To enable access to learning and social opportunities for students with SEN through the delivery of teaching, support, families and the young person.
- To work with key partners in Brookthorpe Hall School's clinical team to deliver and implement a multi-disciplinary approach to support individualised packages for young people with SEN.
- To support the SLT and clinical team in the continued successful development of supporting young people with complex diagnoses such as ASC / Attachment Disorder within the school environment.

- To contribute and deliver the wider curriculum through enrichment and Personal, Social Education Programme through activities, tutorials and group sessions

Planning and Target Setting Expectations

- Set appropriate and achievable expectations and individual targets for students in relation to standards of student achievements and the quality of teaching.
- Work with the Assistant Headteacher and any other staff to ensure that Individual Education Plans are used to set subject specific targets and match work well to student's needs.
- Establish with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of all subjects taught, which:
 - contribute to whole school aims, policies and practices including those in relation to safeguarding, Prevent, behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including the attainment of students;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, time skills and criteria for success.

Teaching and Managing Student Learning

Ensure:

- Curriculum coverage, continuity and progression in all subjects taught for all students, including those of high ability and those with special educational needs;
- Clarity about the teaching of objectives in lessons, understand the sequence of teaching and learning in subjects taught, and communicate such information to students;
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different students;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning
- Provision of an appropriate learning environment, in which displays are relevant, well maintained and an aid to learning;
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and content;
- Effective development of student's core English and maths (literacy, numeracy) and KS3/4 foundation subjects.

Assessment and Evaluation

- Establish and implement clear policies and practices for assessing, recording and reporting of student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Ensure that information about student's achievements in previous classes and schools is used effectively to secure good progress.
- Monitor the student progress made in lessons, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Student Achievement

- Establish clear targets for student achievement and evaluate progress and achievement by all students, including those with special educational and communication needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.

Relations with Parents/Carers and Wider Community

- Establish a partnership with parents/carers to involve them in learning as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to enhance teaching and develop the student's wider understanding.
- Communicate effectively, orally and in writing with parents, the school's SLT, external agencies and the wider community including business and industry.

Managing own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.
- Undertake restraint reduction training as directed by the school.

Managing Resources

- Establish resource needs and advise the Assistant Headteacher of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money.
-
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use space appropriately to create an effective and stimulating environment for teaching and learning.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Team Working and Collaboration

The post holder will:

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

Essential

- QTS status
- Secondary teaching experience
- The belief that all young people deserve a life of choice and opportunity
- Commitment to the safeguarding and welfare of all children and young people
- Outstanding classroom practitioner
- Excellent team player
- Ability to work successfully with students with SEND
- Specific pathway knowledge and willingness to develop
- High expectations of others
- Resilience
- Ability to work on own initiative
- Willing to undertake training
- The ability to listen and communicate effectively
- Experience of monitoring, tracking and leading interventions
- Appropriate teaching Qualification (or actively working towards)

Desirable

- Experience of delivering lessons in a variety of subjects
- Experience of delivering lessons in a specialist secondary setting
- Experience of teaching GCSE/ASDAN/Functional Skills
- Evidence of Further Professional Development
- Ability to identify and draw upon high-quality research to inform practice
- Experience of supporting colleagues and bringing about improved practice
- Leading on aspects of whole school improvement
- Pro-active in seeking out opportunities for professional development
- Evidence of continually improving the outcomes of students
- Willingness to teach a variety of subjects

- Driving Licence