**Manor House School**

**JOB DESCRIPTION: SEN Maths Teacher**

**Reports To: Head of School**

**Review and Amendment:** This job description will be reviewed annually and may be subject

to modification and amendment following consultation between the Headteacher and the post holder.

# Purpose of Job:

* Under the reasonable direction of the Senior Management Team, carry out the professional duties of a school teacher as set out in the current School policies;
* Uphold the professional code of the conduct;
* Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties and core standards below.

# Knowledge and Understanding

Have knowledge and understanding of:

* SEMH (desirable but not essential);
* 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 pupil’s attainment and progress;
* The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
* Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
* The implications of the SEND Code of Practice for teaching and learning.

# Teaching and Learning

Be responsible for:

* The learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all;
* Planning and preparing schemes of work and lesson plans;
* Creating a purposeful learning environment;
* Teaching, according to individual educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
* Planning and delivering engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment;
* Effectively personalising provision for students, including differentiating tasks;
* Demonstrating high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them;
* Knowing how to use skills in literacy, numeracy and science (when applicable) to support their teaching and wider professional activities;
* Using a range of assessment tools as part of their teaching to diagnose learners’ needs, set realistic and challenging targets for improvement, and plan future teaching.
* Preparing pupils for external qualifications as appropriate.

# Assessment, Recording & Reporting

* Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;
* Supporting learners through regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study;
* Setting targets for pupil success;
* Assessing, recording and reporting on the development, progress and attainment of pupils;
* Making effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment;
* Tracking progress, regularly monitoring reports on progress, identifying and delivering interventions where appropriate;
* Understanding and applying knowledge of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to examinations and qualifications;
* Understanding and applying a range of approaches to assessment, including the importance of formative assessment;
* Understanding and applying knowledge of how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

# Strategic Direction and Development of the School

* Maintaining an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contributing to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity;
* Supporting the Management Team to set vision and direction for the school;
* Contributing to the life and community of the school in all of its aspects;
* Establishing and maintaining a positive learning environment in which the pupils’ behaviour is well managed and within which social, emotional and learning needs can be met within a supportive framework;
* Promoting the social and emotional development of children through positive approaches that encourage appropriate relationships and the development of self- esteem.

# Behaviour Management

* Identifying and de-escalating potential problems before they escalate and developing strategies to promote the positive behaviour of pupils;
* Maintaining positive values and attitudes and adopt high standards of behaviour in their professional role;
* Managing learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy;
* Maintaining the school’s system of rewards and sanctions, which is understood and appreciated by pupils and parents;
* Promoting learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.

# Pupil Care & Welfare

* Understanding the roles and responsibilities of each staff member in relation to the school’s Safeguarding and Child Protection Policies;
* Demonstrating understanding of and compliance with the current policies and procedures relating to child protection; safeguarding; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person;
* Knowing how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

# Other

* Demonstrating a commitment to collaboration and co-operative working where appropriate;
* Providing cover by supervising and teaching any pupils whose teacher is unavailable;
* Demonstrating knowledge and understand of the relevant statutory and non-statutory curricula/frameworks, including those provided through the National Strategies, for their subjects/curriculum areas;
* Engaging actively with the annual performance management review process, in accordance with the school’s policy;
* Monitoring and evaluating the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, subject improvement plan, subject policy as and when requested;
* Participating in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
* Performing any reasonable duties as requested by the Head teacher or member of the Senior Leadership Team.

# Managing own Performance and Development

* Prioritising and managing own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development;
* Demonstrating a commitment to achieving challenging professional goals.
* Taking responsibility for your own professional development;
* Undertaking CPI training as directed by the school.

# Managing Resources

* Establishing resource needs and advise the Headteacher/Senior Leadership Team of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money;
* Managing the deployment of support staff within their classroom, to ensure the best use of subject, technical and other expertise;
* Ensuring the effective and efficient management and organisation of learning resources, including information and communications technology;
* Maintaining existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
* Creating an effective and stimulating environment for teaching and learning;
* Ensuring 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.*

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| **Personal Specification** | Essential | Desirable | Measured by: application form / interview |
| **Qualifications and Training** | | | |
| Degree in Education | ✓ |  | A |
| QTS |  | ✓ | A |
| Willingness to undertake training | ✓ |  | I |
| Good literacy and numeracy | ✓ |  | A/I |
| Full Driving Licence | ✓ |  | I |
| Current first aid qualification |  | ✓ | A |
| **Experience** | | | |
| Experience of working with young people with complex needs, preferably in an education |  | ✓ | A/I |
| Experience of working with students with SEMH needs |  | ✓ | A/I |
| Experience of delivering high quality PSHCE lessons across Key Stages 1-4 |  | ✓ | A/I |
| **Knowledge and Understanding** | | | |
| Understanding / knowledge of Safeguarding | ✓ |  | A/I |
| Understanding / knowledge of pupils with Special Educational Needs (SEN) | ✓ |  | A/I |
| Understanding / knowledge of assessment tools |  | ✓ | I |
| Understanding / knowledge of local and national learning strategies |  | ✓ | A/I |
| **Skills** | | | |
| Ability to work as part of a team | ✓ |  | A/I |
| Able to organise, prioritise and complete tasks efficiently | ✓ |  | A/I |
| Flexible approach to working | ✓ |  | I |
| Ability to build relationships with children & young people | ✓ |  | A/I |
| Able to deal with problems in a positive and systematic manner | ✓ |  | I |
| Ability to use own initiative | ✓ |  | A/I |
| Able to recognise behaviour in children, which gives cause for concern, and follow school procedures. | ✓ |  | A/I |
| Competent in the use of ICT | ✓ |  | A/I |
| Able to work effectively as part of the whole school team | ✓ |  | A/I |
| Able to communicate effectively (both orally and in writing). | ✓ |  | A/I |
| **Personal Characteristics** | | | |
| Punctual and Reliable | ✓ |  | A/I |
| Calm under pressure | ✓ |  | A |
| Self-motivated | ✓ |  | A |
| Positive and energetic approach to work | ✓ |  | A/I |
| Versatile and Flexible | ✓ |  | A |
| Willing to learn from the good practice of others | ✓ |  | A/I |