



Glebedale School

JOB DESCRIPTION

SEND Reintegration Teacher

Reports To: Deputy Head/Assistant Head

Purpose

The Reintegration Teacher is a pivotal role dedicated to providing bespoke support to KS3/4 pupils who find it challenging to access the school's main provision. You will work with the school's SLT, Clinical Team, families and pupils to produce robust plans which support pupils to successfully integrate from the school's Bridge provision to learning in the school's main provision.

Key Responsibilities

Deliver bespoke support tailored to individual pupil needs as agreed with SLT.

Provide direct mentoring to inspire and motivate pupils, promoting self-esteem, confidence, and engagement with education.

Work in collaboration to facilitate the successful transition of pupils from the Bridge provision to the school's main provision within agreed timescales.

Ensuring the voice of all pupils has a tangible impact on their support plan.

Other Responsibilities

In fulfilling the requirements of the post, the post holder will demonstrate essential professional characteristics, and in particular will:

- Safeguard and promote the welfare of children and young people;
- Work in accordance with professional practice, statutory and legal requirements and the policies of Glebedale School;
- Take responsibility for specific areas of work which will be reviewed annually then negotiated and agreed within the performance management cycle and school improvement process;
- Set appropriate and achievable expectations and targets for pupils

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 pupils' 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;
- The implications of the code of practice of special educational needs for teaching and learning.
- The emotional barriers to school attendance.

Teaching and Managing Pupil Learning

Ensure:

- Curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning;
- Provision of a stimulating 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 NC content;
- Effective development of pupils individual and collaborative study skills necessary for them to become increasing independent when out of school;
- Be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline;
- Ensure that information about pupil's achievements in previous classes and schools is used effectively to secure good progress;
- Implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- Establish clear targets for pupil achievement and evaluate progress and achievement by all pupils,
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Managing own Performance and Development

- Prioritise and manage own time effectively,
- Achieve challenging professional goals;
- Take responsibility for your own professional development;

Managing Resources

- Establish resource needs and advise the Headteacher/Deputy 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 accommodation 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.

The post holder will support the school by:

- Being aware of and complying with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate designated person;
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop;
- Contributing to the overall ethos/work/aims of the school;
- Appreciating and supporting the role of other professionals;
- Attending relevant meetings as required;
- Participating in training and other learning activities and performance management as required;
- Assisting with the supervision of pupils out of lesson times, including before and after school and at breaks / lunchtimes as required;
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required.

Health and Well-Being

The post holder will:

- Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people;
- Know how to identify potential child abuse or neglect and follow safeguarding procedures;
- Know 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.

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.

Review and Amendment:

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher/Deputy Headteacher and the post holder.



Person Specification

Category	Essential	Desirable
Qualifications	• QTS or equivalent • Evidence of recent CPD relevant to pastoral care or SEMH needs.	• CPD relating to Emotional Based School Avoidance (EBSA) • CPD relating to trauma-informed practice
Experience	• At least 2 years' experience of working with SEMH/SEND Pupils • Experience of working with pupils and families	• Experience of multi-agency planning