



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE	Teacher of children who have severe or profound and multiple learning difficulties
SCHOOL/DEPARTMENT	Castle School
RESPONSIBLE TO	Principal of Castle School
JOB PURPOSE	To secure continuous improvement in the teaching of children who have SLD or PMLD in the school, producing the highest standards of pupil achievement and ensuring all pupils develop their knowledge, understanding, skills and abilities within a secure, challenging and motivating educational environment.
SALARY	MPS/UPS + 1 SEN

Job Description

Professional Duties:

Prepare and teach lessons as directed by the Chief Executive Officer being aware of the Trust's aims, objectives, curriculum planning and policy for effective teaching and Learning.

Record sufficient details of your planning to enable a colleague to continue your work in the event of absence.

Record details of each child's progress and carry out detailed assessments of pupils to inform the next stage of their learning.

Assess children in line with all agreed school procedures (e.g. National Curriculum, iAsend, Routes for Learning, MAPP).

Write termly Individual Learning Plans for each pupil and derive appropriate targets.

Maintain each child's Learning Journey and report regularly to parents/carers.

Attend consultation meetings with parents/carers and prepare the school's report for the Annual Review of each child's Education Health Care Plan, liaising with other agencies as necessary.

Manage teaching assistants and accommodate staff from other agencies in your classroom as required.

Liaise with relevant support staff to ensure a consistent approach to children, e.g. feeding, moving children and behavioural strategies.

Take a full part in departmental and whole school staff meetings.

Liaise with mainstream colleagues to promote inclusive learning opportunities.

Co-ordinate at least one curriculum area within Castle School (exact subject will be decided in negotiation after considering the individual strengths within the team of teachers in Castle School)

Be aware of, and share in, the corporate responsibilities in implementing school policies and in following guidelines outlined in the Trust's Policies and Procedures.

Be involved in the pastoral care of pupils and have regard to their particular, individual circumstances, fulfilling the role of form teacher as required.

Take a full part in supporting Castle School's positive behaviour strategy. This will involve working to understand and help pupils to be able to take part in their learning. This may include working with some pupils who have, or may be at risk of developing, behaviours that challenge.

Contribute to the implementation of the pupils' dress code on a day to day basis.

Form good teacher/learner relationships with pupils and foster personal qualities which reflect the positive ethos of the Trust.

Organise the teaching area appropriately so that effective and safe learning can take place.

Create a stimulating, highly organised and inspirational learning environment in and around the classroom.

Ensure a policy of equal opportunities operates at all times.

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Ensure groups are adequately provided with equipment and materials prior to the start of lessons.

Make full use of a variety of materials, equipment and other appropriate resources.

Ensure that a variety of resources is available to match the ability and language needs of pupils.

To take on additional responsibilities, as necessary, commensurate with the nature and grade of the post.



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Post Title: Teacher of children with severe or profound and multiple learning difficulties	Department:		Assessment Method
	Essential	Desirable	
Experience	<ul style="list-style-type: none"> • Worked in an admin environment • Experience of working successfully and cooperating as a member of a team • Confident in the use of Excel, Word, email, databases and able to learn new IT applications quickly • Experience of assessing and teaching children who have severe or profound and multiple learning difficulties 	<ul style="list-style-type: none"> • Evidence of recent professional development relevant to the post 	
Skills & Competencies	<ul style="list-style-type: none"> • Exceptional teaching skills – the ability to inspire and motivate children • Good communication skills, both written and oral • Ability to plan and deliver lessons effectively using a range of strategies appropriate to the needs of children with severe or profound and multiple learning difficulties, including National Curriculum/alternative assessment systems • Ability to use ICT effectively • Ability to meet a range of learning needs using a variety of learning styles • Ability to manage challenging behaviour effectively and calmly • Ability to work effectively as part of a multidisciplinary team 	<ul style="list-style-type: none"> • A positive, innovative approach to all aspects of work • A sense of humour 	

	<ul style="list-style-type: none"> • The ability to work under pressure • Sensitivity to the needs of others • A creative approach to problem solving • A clear vision for education, and a determination to raise standards of achievement of all children • The ability to work collaboratively as part of a team and using your own initiative • A calm, yet assertive style of classroom management • Highly organised with the ability to lead others • Ensures that the safety and welfare of children and young people is at the centre of all work 		
Knowledge & Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Knowledge of the use of assessment to raise standards • Knowledge of a wide range of effective teaching styles 	<ul style="list-style-type: none"> • Qualifications in severe or profound and multiple learning difficulties • Knowledge of a range of communication approaches e.g. PECs and Makaton 	
Physical, mental and emotional demands	<ul style="list-style-type: none"> • Commitment to helping provide a high quality service to children and families 		
Other	<ul style="list-style-type: none"> • Willingness to participate in training and development • Willingness to take a positive and proactive role in own professional development 	<ul style="list-style-type: none"> • Evidence of relevant continuing professional development 	