



Northumberland Church of England Academy Trust

Job Title	Teacher of children who have Communication and Interaction needs and/or social, emotional and mental health needs.
School/Department	Primary
Responsible to	SENDCo/Head Teacher
Salary	MPS + 1 SEN POINT

Job Purpose

To secure continuous improvement in the teaching of children who have SEND, particularly SEMH, in a specialised unit within the school. Producing the highest standards of pupil achievement and ensuring all pupils develop their knowledge, understanding, skills and abilities within a secure, safe, challenging and motivating educational environment.

Job Description

Professional Duties:

- Prepare and teach lessons as directed by the SENDCo/Head Teacher being aware of the Trust's aims, objectives, curriculum planning and policy for effective teaching and Learning. Prepare an adapted curriculum, to meet the needs of all learners.
- Record sufficient details in your planning so work can be continued in the event of absence.
- Write Individual Support Plans for each pupil in the unit and derive appropriate short term targets from long term targets in EHCP (where appropriate.)
- 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 and EHCP targets (where appropriate.)
- Maintain each child's SEND documentation and records to a high standard.
- Report regularly to parents/carers and attend parent/carer consultations and SEND review meetings with parents/carers. Prepare an annual report and the class teacher's report for the Annual Review of each child's Education Health Care Plan, liaising with other agencies as necessary.
- Manage teaching assistants, students and support staff from other agencies in your unit as required.

- Liaise with relevant support staff to ensure a consistent approach to children, e.g. ASD communication techniques, feeding, toileting and behavioural and emotional regulation strategies.
- Take a full part in key stage and whole school staff meetings.
- Liaise with colleagues to promote inclusive learning opportunities.
- Ensure a policy of equal opportunities operates at all times.
- Co-ordinate at least one curriculum area within school (exact subject will be decided in negotiation after considering the individual strengths within the team of teachers.)
- 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 e.g. Safeguarding.
- Be involved in the pastoral care of pupils and have regard to their particular, individual circumstances, fulfilling the role of class teacher as required.
- Take a full part in supporting Thomas Bewick's positive behaviour and relationship strategy. This will involve working to understand and help pupils to be able to take part in their learning and emotional regulation. This may include working with some pupils who have, or may be at risk of developing behaviours that challenge due to emotional needs or trauma.
- 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 unit appropriately so that effective, adaptive and safe learning can take place.
- Create a stimulating, highly organised and inspirational learning environment in and around the unit using a wide number of strategies e.g. visual aids, sensory areas. 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.



Northumberland Church of England Academy Trust

Post Title: SEND Teacher	Department:		Assessment Method
	Essential	Desirable	
Experience	<ul style="list-style-type: none"> • A flexible approach to teaching with the capacity to implement change in terms of both innovation and consolidation of best practice • Experience supporting pupils with SEND, particularly SEMH – ideally in key stage 2. • A commitment to multi-team working, coupled with a pro-active and independent approach to personal professional development • High expectations of self, colleagues, community and pupils • Ability to maintain a healthy work life balance and to support others in doing so • A passion for learning in all aspects of life and for all stakeholders • A commitment to implement and promote Trust policy in all matters • A commitment to the ethos and values of the Trust 	<ul style="list-style-type: none"> • Working with a similar community • Teaching in a range of primary age groups • Achieving high standards in terms of pupil outcomes in achievement, attainment and attitude to learning • Innovative educational practice • The use of ICT and other learning technology to promote high-quality learning • Speech and language intervention 	
Skills & Competencies	<ul style="list-style-type: none"> • A sound professional knowledge of a personal commitment to the use of both established and innovative educational theory and philosophy in everyday practice • The capacity to take on and implement new ideas and adopt proven and successful practices on the basis of professional development 	<ul style="list-style-type: none"> • Well-developed ICT and learning technology skills combined with the desire and ability to use them effectively in the classroom and beyond • A thorough understanding of how pupil data, including that for performance should be used to raise standards in all aspects of pupil lives • Statutory legislation and guidance relating to 	

		<p>education, including the National Curriculum, National Frameworks and Every Child Matters</p> <ul style="list-style-type: none"> • Experience of implementing EHCP's and SEND cycle. 	
Knowledge & Qualifications	<ul style="list-style-type: none"> • Qualified teacher status/eligibility for GTC recognition 	<ul style="list-style-type: none"> • Higher degree • Additional relevant, certified/accredited study in education • Additional certified/accredited study • An additional degree to that accruing QTS status 	
Physical, mental and emotional demand	<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 		