

## **'The View'**

### **Woodnewton a learning community, Corby**

#### **Job Description**

Specific Post: **SEND Unit Lead Teacher (SEMH)**

Main Pay scale/Upper pay scale point plus TLR

Responsible to: **Headteacher**

This job description is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 2011, the required standards of Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

#### **Purpose of job**

To effectively lead the SEND Unit provision, over-see the curriculum and staffing, liaise and support with all schools and work as part of the school's senior leadership team to establish a high-quality provision for SEMH at the school.

In accordance with the school aims, to provide a safe, supportive and stimulating learning environment in which all pupils who have previously found school a challenge, can reach their potential.

To be responsible for ensuring child protection and the welfare and well-being of the children in our care.

#### **Knowledge and Understanding**

- Have a deep understanding of trauma/attachment informed practice and associated behaviours.
- Understand the six principles of Nurture and how these influence the curriculum provision.
- Have expertise in managing behaviour-related challenges so that children referred to the provision have equal access to education while having their social and emotional well-being needs met.
- Understand the structure and balance of the KS1 curriculum, using innovative and engaging approaches to motivate and inspire all children to succeed.

- Use recent monitoring and self-evaluation evidence as well as personal reflection/training to develop good quality teaching.
- Be familiar with and follow all school practice for health and safety issues, child protection procedures and positive behaviour management plans.
- Knowledge of parent/carer views through regular contact.
- Knowledge of all children's attainment and progress through assessment.
- Knowledge of the needs of all children in the provision.

### **Planning, Teaching, Class Management**

- Use data analysis (for example Boxall Profile development scores, attendance, suspensions, reading, writing and maths levels) to plan appropriate and engaging lessons and monitor the effectiveness of the teaching.
- Identify clear learning objectives with lesson plans detailing how they will be taught and assessed, ensuring the most effective use of teaching time.
- Setting tasks for the groups and individuals which challenge.
- Using a variety of teaching strategies and ensuring high levels of interest.
- Setting appropriate and demanding expectations.
- Use a variety of strategies to work with challenging behaviour and be able to form strong relationships with the children and make strong decisions about which strategies work best for different children.
- Provide clear structure for lessons, maintaining pace and challenge.
- Make effective use of assessment information.
- Plan opportunities to contribute to children's personal, spiritual, moral, social and cultural development.
- Set high expectations for children's behaviour.
- Establish a safe, supportive and stimulating learning environment.
- Use a wide range of teaching methods to sustain the momentum of children's work and engage all children, ensuring delivery of a differentiated learning experience related to the children's individual needs.
- Have a sound understanding of positive behaviour approaches, with experience in implementing trauma-informed approaches and attachment-based interventions within an educational setting.

### **Monitoring, Assessment, Reporting, Recording and Accountability**

- Assess how well learning objectives have been met and use this assessment to improve specific aspects of teaching.
- Monitor work providing constructive feedback and set targets for children's progress.
- Assess and record each child's progress systematically and use records to ensure demonstrable progress.
- Check that children have understood and completed work set.
- Monitor strengths and weaknesses.

- To be aware of child protection issues and to continuously monitor and respond to each child's well-being through referral to SLT.
- Provide daily/weekly updates to home school to ensure all parties have the most up-to-date information.
- Write reports as required by statutory requirements.
- Attend multi-agency meetings to report on progress.
- Manage transition arrangements.

### **Other Professional and Personal Requirements**

- Ability to empathise with children's needs, demonstrate patience and adapt strategies to individual's needs.
- Demonstrate strong leadership qualities with the ability to inspire, motivate, support and coach other staff in developing appropriate strategies.
- Demonstrate strong analytical and problem-solving skills to address challenging behaviour effectively.
- Excellent interpersonal skills to enable effective collaboration with parents, other schools and external agencies.
- Ability to train and advise school leaders and other members of the school staff team.
- Have a working knowledge of teachers' professional duties and legal liabilities, including Health and safety.
- Take responsibility for your own personal and professional development, including knowledge of school policies and procedures; ensuring CPD personal portfolio is kept up to date.
- To be aware of and fulfil the requirements of the Performance Management Policy.
- Liaise effectively with parents, carers and other agencies.
- Awareness of the role and purpose of the school governing body.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take on any additional responsibilities which might from time to time be determined.
- Working within the whole school ethos, act as a role model for children showing mutual respect and support for both pupils and staff.
- **All staff are required to undertake initial and ongoing training in the principles and application of Team Teach.**

<b>PERSON Specification for SEND Unit SEMH Lead Teacher</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidenced in</b>
<b>Educational and Professional Qualifications</b>			
Qualified Teacher Status	✓		Application
Professional SENCO qualification		✓	Application
Evidence of continuous professional development	✓		Application
Experience of leading/co-ordinating professional development and inset training		✓	Application Interview
<b>Experience</b>			
Significant teaching experience	✓		Application Interview
Experience teaching within a primary school setting	✓		Application Interview
Experience of teaching pupils with Social, Emotional and Mental Health difficulties	✓		Application Interview References
Experience of strategic planning and implementation		✓	Application Interview
Evidence of successful management and leadership of a diverse team or teams		✓	Application Interview
Experience of working as a member of a senior team	✓		Application Interview
Experience of working with school governors, sponsors trustees or a board of directors		✓	Application Interview
Experience of working with a range of external Partners	✓		Application Interview
Successful track record of managing complex projects from inception to completion	✓		Application Interview
Experience of managing complex and difficult behaviours and mental health issues	✓		Application Interview References
Experience of leading training of other teachers and support staff		✓	Application Interview
Experience of setting targets and monitoring, evaluating and recording progress	✓		Application Interview
Experience of dealing with challenging and sensitive Situation	✓		Application Interview
<b>Knowledge and Skills</b>			
Knowledge and understanding of the statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health and Safety and SEND	✓		Application Interview
Understanding of the theory and practice of providing effectively for the individual needs of all children	✓		Application Interview References
Knowledge of behaviour management techniques for groups and individuals	✓		Application Interview References
Knowledge of effective teaching and learning styles	✓		Application Interview
Knowledge and understanding of how to use comparative information about attainment		✓	Application Interview
Knowledge and understanding of the EHCP process and the evidence	✓		Application Interview

Needed			
Knowledge and understanding of the role of the external services that the provision for SEND students within school		✓	Application Interview
Ability to demonstrate outstanding teaching and be able to create a positive, challenging and effective learning environment	✓		Application Interview References
<b>Personal Attributes</b>			
Resilience, the ability to work under pressure and be able to meet deadlines	✓		Application Interview References
Proven ability to think both strategically and creatively to prioritise	✓		Application Interview
Excellent inter-personal skills	✓		Application Interview References
Excellent communication skills (including written, oral and presentation skills)	✓		Application Interview References
A commitment to safeguarding and promoting the welfare of children and young people	✓		Application Interview
Ability to work creatively and collaboratively	✓		Application Interview
Demonstrably professional, honest and loyal	✓		Application Interview References
Ability to make and justify difficult decisions	✓		Application Interview
Commitment to our students and their learning, wellbeing and safety	✓		Application Interview
Committed to equality	✓		Application Interview
Inspirational Leadership qualities	✓		Application Interview
Able to build and maintain successful and purposeful Relationships	✓		Application Interview

This job description is a broad overview of the post. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job.

### Statement of Equality

Woodnewton a learning community is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equal-

ity Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

### **Safeguarding**

Nothing is more important than keeping all our children safe, especially the most vulnerable. Woodnewton a learning community is fully committed to ensuring that children with SEND, those eligible for Pupil Premium funding and other vulnerable groups are able to achieve as highly as possible. All staff have the most rigorous and updated procedures and policies which help keep children in our care safe.

## **How to Apply**

To apply for this position, please complete the attached Application Form and submit on MNT.

Closing date: Friday 21<sup>st</sup> June 2024 (Midday)

Interviews will be held Friday 28<sup>th</sup> June 2024

**Start date: 1<sup>st</sup> September 2024**

### **Visits to the school:**

We warmly welcome visits to the school where there will be the opportunity to discuss the role further with the Senior Deputy Head, Mrs Julie Medhurst. Please contact the school office to book a visit on 01536 265173.