



SEN Base CLASS TEACHER

Job Description & Person Specification

Avenue Primary Academy
Rushy Meadow Primary Academy
Stanley Park Infants School
Wallington Primary Academy
Barrow Hedges Primary School
and other schools that join the Trust

Job Description

Job title	SEN Base Class teacher
Accountable to	Head of school/Head Teacher
Salary	<i>Cirrus Main Pay scale 2-11 + SEN1 Allowance. Please note this post is not suitable for NQTs.</i>

Core Purpose

To plan and deliver a high quality educational experience for all pupils in the base class. The post holder will receive regular PPA time.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document, which should be read in conjunction with this document. Cirrus Primary Academy Trust has adopted this Document.

The Class Teacher will:

1. Identify child safeguarding concerns by being vigilant for signs of abuse or neglect. Be aware that children with a high level of SEND may not make disclosures regarding abuse and staff must be vigilant for all signs of abuse. Take appropriate action and report concerns to the Designated Safeguarding Lead and follow the school's child protection and safeguarding policies.
2. Maintain an attitude of 'it could happen here' when it comes to child protection.
3. Plan and deliver a curriculum which meets the pupil's primary Special Educational needs, in line with the Foundation Stage Guidance, National Curriculum, SEN Code of Practice and the school's policies / schemes, as appropriate.
4. Plan for and direct Teaching Assistants within the base, to provide classroom support, small group focuses and 1:1 direct support as required.
5. Plan and organise resources within the classroom environment which will enable the delivery of the planned curriculum and enable pupils to maximise their full potential.
6. Prepare and adapt teaching materials, identify and adopt the most effective teaching approaches and make use of special facilities and/or equipment.
7. Work in conjunction with Occupational Therapy and Speech and Language therapy, to imbed therapeutic approaches into the learning environment, teaching practices and curriculum.
8. Record, mark, assess and report upon work completed by pupils in your charge in line with the academy's marking and assessment policies and under the guidance of the base leadership team. Monitor and assess pupils' work and use assessment data effectively to inform planning and identify individual needs. Use these assessments to set appropriate targets.

9. Establish and maintain professional relationships with colleagues, pupils, parents, governors and external agencies.
10. Encourage a positive attitude in all pupils. Plan and deliver embedded and direct support to enable pupils to develop independence with self-regulation and social interaction.
11. Ensure equal opportunities with regard to all aspects of practice and provision.
12. Maintain a consistent level of discipline, in line with the base's behaviour policy, providing pupils with a secure, safe and structured school environment.
11. Keep up to date with current educational developments, reviewing from time to time methods of teaching and programmes of work.
12. Participate in arrangements for your further training and professional development as a teacher.
13. Participate in meetings at the academy that relate to the curriculum for and the administration / organisation of the academy.
14. Be involved in the extra-curricular activities of the school
15. Participate in parent consultation meetings, IEP reviews, Annual Reviews and Transition meetings.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have which shows how you could meet these requirements when writing your supporting statement.

The letter in brackets after each item indicates in which element of the recruitment and selection procedure the evidence is intended to be collected.

SS: Supporting Statement

I: Interview

Education:

1. Good honours degree or higher (2:1 preferred) (SS)
2. Hold Qualified Teacher Status (SS)
3. Evidence of appropriate subsequent in-service training (if applicable) (SS)

Experience:

4. Experience in EYFS, KS1 or KS2 and in a school or schools rated as at least 'good' in the most recent Ofsted inspection (SS)
5. Proven experience of high standards of primary classroom practice (I/SS)
6. Experience of supporting and teaching pupils with Autism and associated needs (I/SS)
7. Experience of supporting Teaching Assistants(SS/I)

8. Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children. (SS)

Commitment and ability:

9. Evidence of good organisational skills to create and maintain a stimulating, attractive and interactive learning environment (SS)
10. Evidence of being able to develop and maintain good relations with all members of the school community (SS)
11. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues (SS/I)
12. Able to demonstrate how current role has impacted positively on pupil attainment and progress (SS/I)
13. To be enthusiastic about working within a climate of positive change. Able to assimilate new ideas and procedure into own practice and model this to others (SS/I)
14. To be a passionate and committed advocate for children with SEND (SS/I)
15. Ability to organise own workload successfully (SS/I)
16. Ability to work to agreed deadlines (SS/I)
17. Commitment to professional development (SS/I)
18. Commitment to ensuring equality of opportunity with regard to all aspects of school life (SS/I)
19. A commitment to all aspects of the extra-curricular life of the school (SS/I)