



JOB DESCRIPTION

JOB TITLE:	TEACHER WITH SEND - MATERNITY COVER
GRADE/SP:	MAIN/UPPER PAY RANGE FOR TEACHERS WITH SEN1
REPORTS TO:	HEAD OF SCHOOL VIA AHT/KS LEAD
DATE:	SEPTEMBER 2024

CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust whose provisions support a range of needs including Moderate Learning Difficulties (MLD), Autistic Spectrum Disorder (ASD) and Social, Emotional & Mental Health and Behavioural (SEMH) needs. Our core aim is to provide for the continuum of special needs across the Eastern region.

Duke of Lancaster (Fakenham, Norfolk) is a special school for students aged between 5 and 16 years with Autism (ASD) and complex Communication and Interaction (C&I) needs.

All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to a 26-week probationary period, as set out in the SENDAT Probationary Procedure.

MAIN PURPOSE OF ROLE

1. Provide inspirational and outstanding teaching, offering advice, guidance and support to students as appropriate to the key stage.
2. Provide a safe and secure educational and caring environment in which children and young people with complex moderate learning difficulties will receive specialist teaching to develop the self-respect, self-confidence, self-control, self-advocacy and self-dependence necessary for participation as members of their community.
3. Provide teaching which will promote each student's intellectual, physical, social, emotional, moral and spiritual development so that each can develop the knowledge, skills and understanding to integrate within the school community and aspire to adulthood characterised by:

- Personal autonomy and responsibility for one's own life;
 - Productive leisure and recreation, useful work and economic self-sufficiency;
 - Social inclusion and community participation;
 - Roles within the family as self-dependent young adults, partners and/or parents.
4. Tutor a KS class.
 5. Teach core subjects across the relevant KS SEND curriculum as required.
 6. Teach any other subject across the school as required.

SUMMARY OF KEY DUTIES AND RESPONSIBILITIES:

1. Ensure that SENDAT's aims and objectives are implemented in accordance with the policies of the Trust and national and local education strategy.
2. Work as an outstanding teacher for students with SEND.
3. Demonstrate the ability to be a leader driven by a commitment to create the best possible education opportunities for young people to raise aspirations and help transform lives.

The current School Teachers' Pay and Conditions Document describes the duties which may be required of teachers in the course of their employment. Appraisal in carrying out these duties will be judged against the Performance Management National Standards and the SENDAT pay policy.

WORKING WITH OTHERS AND DEVELOPING SELF

1. Demonstrate a forward-thinking approach to teaching and learning, developing new areas of best practice in special education.
2. Show pro-active commitment to continuing personal professional development.
3. Work closely in support of staff colleagues to share resources and best practice.

ORGANISATION

1. Supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with the students.
2. Take day to day responsibility for organisation and timetabling of the class, including effective deployment of non-teaching staff.
3. Maintain records of assessment, collect appropriate data, maintain students' individual education plans, risk assessments and behaviour support plans as required by the school.
4. Be actively involved in planning activities and use of resources alongside other team members.

LINKS

1. Work collaboratively with parents/carers and ensure they are fully cognisant of their child's progress and development at school and on work experience placements.
2. Attend and actively participate in regular meetings with parents/carers and external agencies in support of students.
3. Take part in in-service training and maintain professional development and review as required.
4. Establish and maintain positive links with the local community.
5. Impart specialist knowledge to colleagues, parents/carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge.

SPECIFIC DUTIES

TEACHING AND LEARNING

1. Assist students with SEND in the development of self-esteem, self-expression and selfadvocacy.
2. Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate students' progress.

3. Identify students' strengths and priority needs to inform the content of Individual Education Care Plans (EHCPs).
4. Participate in developing Individual EHCPs for students.
5. Contribute to report writing as required in accordance with published deadlines.
6. Adapt and teach a broad, balanced and relevant curriculum which addresses the needs of groups of students taking account of their age, culture and stage in education.
7. Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas.
8. Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum.
9. Actively support and promote the whole-school agreement with regard to the management of student behaviour.
10. Ensure the safety and supervision of students at all times, by maintaining up-to-date knowledge and understanding of individual Risk Benefit Assessments (RBAs) and following, and teaching agreed procedures in the event of emergencies/accidents.
11. Identify regular routines and teach students what is expected of them in the variety of school situations.
12. Manage the work of Special Teaching Assistants working in the class, directing their work and ensuring that they are kept informed about teaching methods, targets for individual students and other relevant information.

CURRICULUM

1. Work, with staff colleagues to develop the national curriculum to meet the needs of groups of students with wide ranging moderate learning difficulties.
2. Identify the learning needs of students and contribute to the development of teaching and learning resources and strategies and to advise other staff teaching to help promote the continuing professional development of the whole teaching team.
3. Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of students.

4. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work, using Arbor and other SENDAT ICT systems as appropriate.
5. Carry out assessments as required by National Curriculum Statutory Orders and SENDAT policy so that all planning is informed by knowledge of students' learning.
6. Prepare students for external assessments as required.
7. Maintain a portfolio of work for each student to demonstrate the range of his/her abilities/ skills/knowledge and his/her progress in all subjects.
8. Maintain bright, relevant and inspirational displays in tutor room. Contribute to displays in other parts of the school ensuring that students' work and achievements are sensitively exhibited with an emphasis on celebrating success.
9. Actively contribute and promote the use of scouts as a framework for engagement. Train as a section leader or section assistant to facilitate the running of Beavers, cubs and scouts as part of the student enrichment programme.

SPECIAL EDUCATIONAL NEEDS

1. Take pastoral responsibility for a tutor group of KS students and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the Head of School/KS Lead.
2. Develop knowledge and understanding concerning:
 - the nature and effect of a special educational need on students' development and on the learning process;
 - the ways in which additional difficulties or disabilities, whether arising from society, the education system or the wider environment, can compound problems of access to learning and development;
 - the implications of current legislation for students with SEND, together with an understanding of the rationale and wider ethical issues underlying the organisation of provision.
3. All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

MANAGEMENT RESPONSIBILITIES

1. Co-ordinate, manage and lead educational visits and trips.
2. Liaise with the School's Leadership Teams and actively contribute to whole school development.

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School/AP and the wider Trust.
2. Participate in training and other learning activities and performance development as required. This will include completing training towards the scout 'Wood badge'.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff/student information and the Trust's business at all times.
5. Act as an ambassador for the School/AP and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Head of School or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Head of School, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). A check against the Children's Barred List will be carried out for those who work directly with students under the age of 18.
3. The post holder is required to disclose to the school details of any relevant changes in their criminal records status including all unspent cautions and convictions and all

adult cautions and spent convictions that are not protected (i.e that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (exceptions) Order 1975 (as amended in 2020).

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PERSON SPECIFICATION

Key criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• QTS	<ul style="list-style-type: none">• SEN qualification or evidence of specialist autistic spectrum conditions training and development such as SCERTS, TEACCH, PECS

Experience	<ul style="list-style-type: none"> • Outstanding special needs classroom practitioner • Achieving relevant outcomes for students with autistic spectrum conditions and complex needs • Understanding multiagency working • Collaborative work with parents/carers • Understanding of specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour 	<ul style="list-style-type: none"> • Experienced in teaching students with autistic spectrum conditions and complex needs • Proven success of implementing specialist strategies to address difficulties in the areas of communication, social interaction, sensory regulation and extremes of behaviour • Successful multi-agency working
Skills and abilities	<ul style="list-style-type: none"> • Knowledge of KS curriculum • Working knowledge and understanding of Functional Skills at Entry level and Functional Skills at KS • Working knowledge and understanding of how to personalise learning • Understanding of a sensory curriculum • Proven ability to differentiate across a variety of achievement levels • Proven ability to establish and maintain high quality planning and recording in line with Trust policy 	<ul style="list-style-type: none"> • Working knowledge and understanding of a sensory curriculum • Working knowledge of BTEC and ASDAN courses
	<ul style="list-style-type: none"> • Working knowledge of formative and summative assessment for pupils with autistic spectrum conditions and complex needs • Knowledge of the Ofsted framework and its impact on Teaching and Learning 	

Work-related personal qualities	<ul style="list-style-type: none"> • Highly effective English skills both oral and written • Excellent inter-personal skills • Commitment • High expectations for all • Competent ICT user • Ability to give and receive constructive feedback • Flexible and adaptable • Ability to prioritise and manage own workload effectively • Demonstrate a clear understanding of equal opportunities 	
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Other Requirements

The Special Educational Needs and Disabilities Academy Trust is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list you could be fined or face a prison sentence.

The Special Educational Needs and Disabilities Academy Trust is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

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