

Job Description

Job Title: Teacher – SEND

Responsible to: Head of School via Senior AHT/KS Lead

Functional Liaison with: Internal/External stake holder, Students, Department Lead, Head of School

Main Purpose: As a Teacher, you will deliver outstanding teaching and learning to students with complex moderate learning difficulties, fostering their intellectual, physical, social, emotional, moral, and spiritual development. You will create a safe, nurturing, and inclusive educational environment where students can build self-confidence, autonomy, and the skills required for meaningful participation in their communities.

Through trauma-informed practices and Conscious Discipline techniques, you will support students in regulating their behaviour and achieving their full potential. You will teach core and other subjects across the SEND curriculum, tailoring your approach to meet diverse individual needs while collaborating closely with parents, colleagues, and external professionals to ensure the holistic development and success of every student.

Main Duties and Responsibilities

The following duties are not shown in order of priority or frequency, nor is the list comprehensive, but rather an indication of the type and level of duties expected of the post.

- Provide inspirational and outstanding teaching, offering advice, guidance and support to individual or small groups of students at KS2/3/4/5, who have specific learning needs which cannot be met in a mainstream or other larger group setting.
- 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.
- 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.
- Use a range of techniques, including Trauma Informed and Conscious Discipline to help and support students to make steady progress towards regulating and controlling their own behaviour. Model and appropriate behaviour at all times using positive reinforcement techniques to recognise and reward progress.
- Teach core subjects across the KS2/3/4/5 SEND curriculum as required using a range of techniques, strategies and interventions as required.
- Teach any other subject as required.

- Supervise the work of non-teaching staff and support them in the organisation and implementation of appropriate work with the students.
- Take day to day responsibility for organisation and timetabling of the class, including effective deployment of non-teaching staff.
- Maintain records of assessment, collect appropriate data, maintain students' individual education plans, risk assessments and behaviour support plans as required by the school.
- Be actively involved in planning activities and use of resources alongside other team members.
- 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.
- Attend and actively participate in regular meetings with parents/carers and external agencies in support of students.
- 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.
- Assist students with SEND in the development of self-esteem, self-expression and self-advocacy.
- 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.
- Identify students' strengths and priority needs to inform the content of Individual Education Care Plans (EHCPs).
- Participate in developing Individual EHCPs for students.
- Contribute to report writing as required in accordance with published deadlines.
- 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.
- Use a range of different methods to teach core skills e.g. language and communication, literacy and numeracy through all other curriculum areas.
- Select, adapt and evaluate specialist resources, such as information technology, to facilitate access to the curriculum.
- Actively support and promote the whole-school agreement with regard to the management of student behaviour.
- 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.
- Identify regular routines and teach students what is expected of them in the variety of school situations.
- 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.
- Work, with staff colleagues to develop pathways curriculum to meet the needs of groups of students with wide ranging moderate learning difficulties.
- 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.
- Carry out an audit of appropriate resources and to plan the development of these commensurate with meeting the identified needs of students.
- Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work, using Arbor and other ICT systems as appropriate.
- Carry out assessments as required by National Curriculum Statutory Orders and EEGT policy so that all planning is informed by knowledge of students' learning.
- Prepare students for external assessments as required.



- 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.
- Take pastoral responsibility for students and communicate with multi-disciplinary agencies, prepare reports, referrals as requested by the Head of School/KS Lead.
- 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.
 - use of Trauma Informed, Conscious Discipline and other relevant techniques and strategies to support learning and personal development.
- Co-ordinate, manage and lead educational visits and trips;
- Liaise with the School's Leadership Teams and actively contribute to whole school development.
- The above job description is not exhaustive and the employee may be required to undertake any other reasonable duties in line with the general level of responsibility of the role.
- As we now operate as a collective Eastern Education Group you may be from time to time required to undertake any of the requirements of your role for any of our Group organisations.



PERSON SPECIFICATION

	Essential	Desirable	Measured
Education and Qualifications	QTS	SEN qualification or evidence of specialist conditions training and development such as SCERTS, TEACCH, PECS	I,A,
Knowledge and Skills	- Knowledge of SEND Pathways 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 - Working knowledge of formative and summative assessment for students with complex moderate learning difficulties	- Working knowledge and understanding of a sensory curriculum - Working knowledge of BTec and ASDAN courses - Working knowledge of - Trauma Informed and Conscious Discipline approaches, strategies and techniques.	A,I,P
Experience	- Outstanding special needs classroom practitioner - Achieving relevant outcomes for students with complex moderate learning difficulties - Understanding multi-agency 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	- Experienced in teaching students with complex moderate learning difficulties - 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	A, I,
Personal Qualities	- 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		A, I,
Training	- Willingness to attend, undertake any training or development as, or when appropriate. - Commitment to continuing personal development through continual professional learning.		A, I,

KEY: A-APPLICATION, I-INTERVIEW, P-PRESENTATION/MICROTEACH, T-TEST



Conditions of Service

1. New support staff appointments to the Trust are subject to a 26-week probationary period.
2. Contributory pension: Teachers Pension TPA.
3. The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.
4. The job description is current at the date shown; it may change from time to time in negotiation with the post holder.

We are passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability.

Eastern Education Group is committed to safeguarding our children and young people/vulnerable adults. We uphold fundamental British Values and expect all our employees to do the same. All appointments are subject to safer recruitment checks, including previous employment checks, online searches and an Enhanced DBS Check.

General Data Protection Regulations (GDPR)

In line with national legislation, and organisational policy, all data will be processed in a fair and lawful way, for the specific purpose and not disclosed in any way incompatible with such purpose or to any unauthorised persons or organisations.

Equal Opportunities

In accordance with the Equality Act 2010 the Group operates a policy of equality and diversity which protects employees, students and people who access the Group's goods, services and facilities, from discrimination on the basis of 'protected characteristics' which include: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race (colour, nationality and ethnic or national origins.), religion or belief, sex and sexual orientation.



Group Character Strengths

We have eight Group character strengths that underpin all we do and we make it a priority to give our students the strength of character in order to shine above the rest when faced with employers or universities.

Not only do they apply to our students but also to our staff members and the reasons why Eastern Education Group is such a fantastic place to work.

Take a look below:

- **Resilience** – We are strong as an organisation and all teams work together to achieve. If and when we are faced with challenges we respond efficiently and effectively at all times.
- **Optimism** – We use education as a catalyst for positive social change and prosperity for the community we serve, leaving no-one behind. We want to inspire our students.
- **Curiosity** – We are a curious organisation, always trying to seek out new opportunities and ways in which we can break boundaries in the world of education.
- **Confidence** – We are confident. We believe in all that we do and we appreciate the abilities and qualities of every single staff member. We celebrate our successes and we remain sure that we will continue to lead as a provider of education.
- **Ownership** – We take responsibility for every single student and every single staff member ensuring our main goal is that everyone at the Group is happy and achieving to their full potential. Our amazing wraparound support demonstrates this perfectly.
- **Self-Control** – We are disciplined as individuals and always put the needs of our students first.
- **Ambition** – We are an ambitious organisation. We are constantly evolving as demonstrated with the new STEM Innovation Campus.
- **Respect** – We respect our staff and students alike and we put the success of our students at the heart of all that we do, preparing them for their future.