



## **Job Description – Classroom SEN Teacher**

**Job Title:** Classroom Teacher of SEN  
**Reports to:** Line Manager (Senior Leader)

### **Relationships:**

The post holder is accountable to their Line Manager (Senior Leader) in all matters relating to this post. The post holder will work with their Line Manager to ensure that appropriate, challenging and engaging curriculum is provided for all pupils. All staff are ultimately responsible to the Executive Headteacher. The post holder will work with their Line Manager, Assistant Head (Head of site), Teaching assistants and other colleagues to fulfil their academic and pastoral responsibilities.

### **Job Purpose:**

Our vision is for pupils who attend Headstart School is to experience 'Positive Learning for Life'. The role of the classroom teacher is vital to this vision and the progress of all pupils at the school. Teachers at Headstart are able to offer an innovative approach to learning for all of our pupils, many of whom have struggled in the mainstream system.

### **Objectives:**

- To ensure all pupils are safe, happy and secure
- To ensure all pupils receive high quality learning experiences
- To ensure all pupils make good progress
- To have responsibility for safeguarding and promoting the welfare of children
- To monitor, assess, keep records of and report upon pupil's learning and behaviour
- To perform the role of personal tutor if required
- To Undertake such duties as are delegated by the Executive Headteacher

## **Duties and Responsibilities**

### **Teaching and Learning**

The specific nature and balance of these responsibilities will vary according to the needs of the school and individual pupils. These may be undertaken alongside other colleagues.

- To teach pupils with a primary diagnosis of Autism and other co-occurring difficulties, with well-structured lesson, engaging and innovative lessons
- To set high expectations, which inspire and motivate pupils
- Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment
- Be aware of the special needs of all your individual pupils



- To adapt teaching to respond to the individual needs of each pupil
- To demonstrate good subject and curriculum knowledge
- To Liaise with the school SENDCO and Therapists to ensure an enriched provision is offered to each pupil.
- To liaise with parents following school policies
- To manage support staff working with your class/group
- To effectively plan learning which meets the needs of all pupils, taking account of individual EHCP targets
- To create a safe and stimulating learning environment that supports learning and in which pupils feel secure, confident and able to take risks in their learning
- To set a good example to the pupils you teach through your presentation and your personal conduct

#### **Whole-School Organisation, Strategy and Development:**

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- To make a positive contribution to the wider life and ethos of the school
  - To work with others on curriculum and pupil development to secure coordinated outcomes
- To provide cover, in the unforeseen circumstance that another teacher is unable to teach

#### **Health, Safety, Discipline and Safeguarding:**

- To promote the safety and wellbeing of pupils
- To maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary

#### **Professional responsibilities:**

- To take part in the school's appraisal procedures
- To take part in further training and development in order to improve own teaching
- To take part in the appraisal and professional development of others, where appropriate
- To safeguard and promote the welfare of all young people at Headstart
- To fulfil wider professional responsibilities as stated by the Teachers' Standards.
- To complete all mandatory training to fulfil Headstart School's statutory and regulatory obligations.
- To effectively communicate with pupils, parents and carers to the highest possible standard.



- To collaborate and work with colleagues and other professionals within and beyond the school in a professional manner. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of Headstart School.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- To understand and act within the statutory frameworks setting out their professional duties and responsibilities
- To contribute the Headstart assembly programme
- To accompany pupils on trips away from Headstart.

#### **Other Responsibilities**

- To work as a form tutor, overseeing the academic and pastoral care of the pupils
- To participate in any calendared school events
- To supervise and as far as possible, teach, any pupils whose teacher is not available
- To undertake any other reasonable duties that the school may require

All posts are subject to receipt of satisfactory DBS certificate, references, medical checks, proof of identity and copies of qualifications, where a requirement of the role.



## Person specification

CRITERIA	QUALITIES
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Successful teaching experience of 2 years</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum</li> <li>• Knowledge of teaching SEN children</li> <li>• Knowledge and understanding of working with those who has a diagnosis of Autism.</li> <li>• Knowledge of effective teaching and learning strategies</li> <li>• A good understanding of how children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective behaviour management strategies</li> <li>• Good ICT skills, particularly using ICT to support learning</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>

**Written by:** Scott Fasciolo-Barnes

Executive Headteacher

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