

Primary SEND Teacher
Job Description

PRIMARY

1. Title and Grade of Post

Primary SEND Teacher

2. Purpose of the Job

To teach pupils within the school's SEND Inclusion Base and to carry out such other associated duties as are reasonably assigned by the head teacher.

3. Applicable Contract Terms and Duties

- To carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.
- Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Promote the school's mission statement 'Putting Children First';
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors

4. Relationships

The postholder is responsible to the head teacher and the governing body of the school for his/her teaching duties and responsibilities and for teaching tasks.

The postholder will work in liaison, contact and co-operation with the teaching and non-teaching staff of the school, Governors, Parents and Carers, Children, Advisers and other Professional

5. Particular Responsibilities & Duties

The particular responsibilities and duties attaching to the post of class teacher are as follows:

1) Professional practice

- Thorough understanding of duty of care and demonstrate a commitment to all safeguarding policies: child protection, whistle blowing, code of conduct, positive behaviour, anti-bullying, PREVENT agenda, online safety, Equal opportunities, Racial Equality and Inclusion.
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Knowledge and awareness of local and national policies.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected
- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made in their learning, social communication and emotional regulation, supporting them to recognise their strengths and emerging needs.
- Demonstrate a secure understanding of how pupils with Autism Spectrum Condition (ASC) and additional SEND needs learn, and adapt teaching approaches, routines and environments accordingly to maximise engagement and progress.
- Encourage pupils to develop independence, self-regulation and a responsible attitude towards their learning, behaviour and interactions with others.
- Have a secure knowledge of the relevant curriculum areas and deliver a personalised, inclusive curriculum that fosters pupils' interests, builds confidence and addresses misconceptions and barriers to learning.
- Demonstrate an understanding of and take responsibility for promoting high standards of communication, literacy, articulacy and the appropriate use of language, using strategies that support pupils with communication and interaction needs.
- When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set appropriate personalised learning activities, including where suitable structured home learning and enrichment opportunities, to consolidate and extend pupils' knowledge, independence and communication skills.
- Know when and how to differentiate effectively to meet the individual needs of pupils with ASC and additional SEND, using adaptive teaching approaches, visual supports, scaffolding and targeted interventions to enable all pupils to access learning successfully.

- Have a secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Know and understand how to assess to relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils progress.
- Use relevant data monitor progress, set targets, and plan subsequent lessons.
- Provide pupils with regular, constructive and personalised feedback, both verbally and through appropriate marking and assessment strategies, supporting pupils to understand and respond to feedback in ways that promote confidence, progress and independence.
- Establish clear, consistent and predictable routines and expectations that support the communication, sensory and emotional needs of pupils with ASC and additional SEND, promoting positive behaviour, self-regulation and respectful relationships in line with the school's behaviour policy.
- Have high expectations for behaviour, engagement and communication, establishing a consistent relational approach that builds trust, safety and positive relationships, using restorative practices, praise and supportive behaviour strategies fairly and consistently to meet the needs of pupils with ASC and additional SEND.
- Manage classes effectively through calm, structured and adaptive approaches that are responsive to pupils' individual sensory, communication and emotional regulation needs, enabling pupils to feel secure, motivated and fully included in learning.
- Deploy, direct and support teaching assistants and other support staff effectively within the SEND Inclusion Hub, ensuring clear communication, collaborative planning and consistent approaches that meet the individual needs of pupils with ASC and additional SEND.

2) Professional Relationships

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

3) Professional Development

- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area (s).
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Lead, organise and direct support staff within the classroom;
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers

4) Professional Conduct

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside schools, by: treating pupils with dignity; building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers professional position; having regard for the need to safeguard pupils well-being, in accordance with statutory provisions; Showing tolerance of and respect for the rights of others; not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.
- Teachers must have proper professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

