

The Oaks Specialist College

Job Description and Person Specification SEND Teacher/Tutor

Reporting to:	Deputy Principal
Pay Range:	QTS/QTLS (Qualified teacher) £30,000 - £46,525 Unqualified Teacher £20,595 - £32,143.
Teaching Commitment:	Full time - with at least 10% PPA

Context

The Oaks Specialist College [The Oaks](#) is an exciting development based in Tonbridge, to provide educational programmes to young adults aged 18-25 years with learning difficulties and disabilities (LDD) and physical disabilities. Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of all young people with LDD can be met locally. We work with a range of local businesses and support services to enable our learners to seek employment and/or play an active role in their community.

Learning programmes include:

- ✿ A programme of study and work-related learning and experience that will lead to further vocational training, internships/apprenticeships and employment.
- ✿ A programme of study providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.
- ✿ A vocational programme providing a further 1, 2 or 3 years for young adults to continue to develop their and independent living and life skills so that they can contribute to society in a number of ways and live an independent life in a supported environment.
- ✿ A bespoke programme of study for learners that require a total communication approach and may use AAC. This is a multi-sensory curriculum to enable the learners to communicate their needs in a supported environment.
- ✿ A bespoke programme of study for learners with physical disabilities and profound and multiple learning difficulties (PMLD).

We are a participating member of Natspec [About Us - Natspec](#)

Aims

- ✿ To promote the highest standards of learning and achievement in a supportive, stimulating, and orderly environment to engage young adults in their learning and planning for their own future.
- ✿ To encourage and motivate learners, and thus enable everyone to be the best that they can be, and become as independent, skilled and confident as possible.
- ✿ Create an inclusive ethos in which learners develop independence, value themselves, others, and their environment, and prepare for adult life and citizenship by working with others.
- ✿ Promote the enjoyment of learning and support the attainments, successes, and achievements of all learners.
- ✿ Support all members of the college community to enable them to communicate and interact effectively, be confident, motivated to succeed and develop life, independence, and skills for employment.
- ✿ Work in partnership with all parents, carers and key people and organisations in the community to provide an accountable, high-quality service, committed to safeguarding young adults that will have positive, sustainable impact for individuals and partner organisations locally, regionally and, where possible, nationally and internationally.

Job Description - Principal Accountabilities

As an active and effective member of the Teaching and Learning Team you will:

1. Teach groups, individuals, subjects and skills as deployed by the Leadership team, throughout The Oaks Specialist College – across all sites and, where appropriate, in the community.
2. Engage all learners and encourage them to make good progress and become as skilled, knowledgeable and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
3. Use knowledge of the learners' special educational needs and disabilities, advice from the therapists, College aims and policies, schemes of work and curriculum requirements to establish and communicate clear, relevant and challenging learning objectives and positive learning experiences.
4. In liaison with our therapy team plan and coordinate classroom timetables to include therapy and physical management provisions, where appropriate.
5. As a tutor liaise with other teaching staff in regard to the needs of young people and ensure their needs are continually understood and managed within the classroom, employment and community environment.
6. Consistently and effectively plan and deliver lessons and sequences of lessons to meet **all** learners' individual learning needs, ensuring progression and continuity in their learning. Build all learners' enthusiasm for learning, optimism, self-esteem, self-confidence, independence and a problem-solving approach with active participation in their learning and self-assessment.
7. Apply effective lesson structures, classroom organisation, communication and learner management strategies to meet the range of learning styles presented by individuals and groups.
8. Deploy positive and targeted support for all learners with specific learning needs or difficulties.
9. Develop and manage positive and productive relationships with all learners, staff, carers, parents, trustees and the wider community.
10. Develop learners' participation, social skills, responsibility, concern for others, independence, literacy, numeracy and ICT skills throughout the curriculum and enable them to make safe and healthy choices.
11. Use and develop opportunities for learning outside the classroom, in particular active participation in the local community.
12. Creatively manage the full range of resources within College and the community to successfully prepare our learners for adult life.
13. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from learners, minimising any negative impact on the learning of others, and/or on the learners themselves.
14. Regularly monitor, evaluate, record and report the progress of learners in relation to their prior attainment, using agreed College systems and to use this to provide constructive on-going feedback to learners to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
15. Set targets for further learning through learner assessments and modification of planning.
16. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, internal quality assurance and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
17. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Development Plan

Person Specification

<p>Qualifications & Experience</p> <ul style="list-style-type: none"> ▪ Successful record of teaching and learning for young people with SEND ▪ A levels or vocational equivalent ▪ GCSE Maths and English Level 4 or Grade C or above ▪ Experience of teaching Functional Skills Maths and English up to Level 2 ▪ Evidence of successful curriculum development ▪ Evidence of leading, motivating and developing staff, including learning support ▪ Evidence of effective working with a variety of stakeholders and agencies ▪ Evidence of the effective use of assessment and analysis in raising student attainment ▪ Experience of SEN inclusion and/or provision ▪ A minimum of 3 years teaching experience ▪ Qualified Teacher Status or relevant teaching qualification ▪ A degree or equivalent ▪ Experience of monitoring and evaluating teaching and learning ▪ Experience of working in more than one setting ▪ Evidence of recent relevant professional development ▪ Experience of working with young people with complex needs, including profound and multiple learning difficulties, and physical disabilities and providing personal care. ▪ Post graduate courses in SEND 	<p>Desirable Essential Essential Desirable Essential Essential Essential Essential Desirable Desirable Desirable Desirable Desirable Desirable Desirable Desirable Desirable Desirable</p>
<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs. ▪ Ways of improving outcomes in learning, in achievement and in the quality of life for learners with these needs. ▪ Curriculum development and accreditation ▪ The use and application of ICT for learning. ▪ The current Ofsted criteria and all relevant published professional standards. 	<p>Essential Essential Essential Essential Essential</p>
<p>Skills & Abilities</p> <ul style="list-style-type: none"> ▪ Personal and educational skills to engage, enthuse and enable young adult learners with LDD ▪ Ability to build, lead, manage, support and train high-performing teaching and learning teams and evaluate the performance of such teams. ▪ Pastoral skills that support learner behaviour for learning and their personal development ▪ Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges. ▪ Pro-actively lead and manage effective change where change is needed. ▪ Effectively use a range of teaching and learning styles. ▪ Plan and prioritise tasks, delegating where necessary and meeting deadlines. ▪ Lead enthusiastically and be adaptable and flexible, whilst remaining calm under pressure. ▪ Ability to inspire, motivate and encourage staff and parents/carers. 	<p>Essential Essential Essential Essential Essential Essential Essential Essential Essential</p>
<p>Personal Qualities & Abilities</p> <ul style="list-style-type: none"> ▪ Demonstrate optimistic behaviour, positive relationships & attitudes towards learners' and staff, and towards parents, trustees and member of the local community. ▪ Lead by example – with integrity, creativity, resilience and clarity. ▪ Sustain wide, current knowledge and understanding of education and College systems locally, nationally and globally, and pursue continuous professional development. ▪ Communicate compellingly the College's vision, empowering all learners and staff to excel. 	<p>Essential Essential Essential Essential</p>

<ul style="list-style-type: none"> ▪ Encourage an educational culture of ‘open learning environments’ as a basis for sharing best practice with and between colleagues at all levels. ▪ Provide a safe, calm and well-ordered environment for all learners and staff, focused on safeguarding learners and developing their exemplary behaviour in College and in the wider society. 	<p>Essential</p> <p>Essential</p>
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Young Adult Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Criminal Records Bureau to The Oaks’ Specialist College’s satisfaction. The Oaks Specialist College is committed to the fair treatment of its staff, potential staff, or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability, or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

The Oaks Specialist College is committed to safeguarding young people, a commitment we expect all staff to share and uphold.