



Post Title	SEN Teacher
Salary range/grade	T4(20) £29,841 - T5(31) £33,191
Responsible to	Head Teacher / Assistant Head Teacher
Performance management of	Unqualified Teachers, Tutors and LSA's
Type	Full time, Term Time Only
Base	Pierview Academy – Gravesend
Job Purpose The post holder will deliver and coordinate teaching and learning for the Nurture and Social Area (NASA) at Pierview Academy. They will actively promote the informal and semi-formal under the direction of the Curriculum Policy, delivering and coordinating a range of subjects as well as ensuring that students' special educational needs and provision, as indicated on their Education, Health and Care Plans, are met. The post holder will guide learning support staff (LSAs) to assist in teaching and learning activities that are fun and engaging. They will take a lead on embedding the routines, relationships and pastoral care for all students within NASA.	
Key Tasks and Activities: Role Specific for Coordinating NASA 1. Close liaison with the Senior Leadership Team to contribute towards effective Education and Health Care Plan review meetings and work towards outcomes. 2. Coordinate timetables to ensure that learners in NASA are accessing a full curriculum which is in line with the schools curriculum policy to include core skills, vocational subjects and PSHE, along with the wrap-around support they require to ensure they flourish in our school setting. 3. Where required, develop schemes of work and lesson plans in line with curriculum objectives and the curriculum policy. 4. To differentiate learning, gain an understanding of learners' individual needs and plan and deliver teaching, learning and interventions accordingly. 5. Facilitate learning by establishing a relationship with pupils, and by the organisation of learning resources and the classroom learning environment. 6. Develop and foster the appropriate skills and social abilities to enable the optimum development of our pupils, according to their age, ability and aptitude. 7. Support curriculum leads in recording progress and preparing pupils for examinations. 8. Contribute to the pastoral care of students, supported in part by their Well-Being Measures; - Form positive relationships with all students - Effective liaison with parents, careers and local authorities	

- Communication with SEN transport
- Monitoring and reviewing interventions
- 9. Link students' knowledge to earlier learning and develop ways to encourage it further, challenge and inspire students to help them deepen their knowledge and understanding.
- 10. Lead by example and allow others to learn from their approach.
- 11. To put strategies in place to ensure all students are on track to achieve and key people and organisations are kept up to date with their progress.
- 12. To monitor and update learner files.
- 13. Helping to develop and carry out strategies and initiatives that create a positive learning environment and help students to stay engaged and motivated.
- 14. Work with the senior leadership team to implement behaviour strategies
- 15. To use Assistive Technology such as SMART boards and Lumio to support teaching and learning
- 16. To carry out tasks requested from the Senior Leadership Team

Monitoring and Assessment

1. To evaluate students' progress through assessment of teaching, learning and portfolios along with a range of other assessment activities.
2. To monitor students' responses to learning tasks and modify their approach accordingly.
3. To contribute to maintaining and analysing records of students' progress.

Knowledge and Understanding.

1. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
2. To demonstrate an understanding of the Vision and Values of the school and promote these at all times.
3. To know how to use ICT to perform your duties, esp effective use of SMART and Lumio technology
4. To be fully aware of the statutory frameworks relevant to their role.
5. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
6. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support ALP School's drive for high standards by adhering to the ARRRTT philosophy.
2. To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
3. To maintain high expectations of all students, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in students' learning.

5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Monitoring and Self-Evaluation

1. Within the ALP Schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of students, parents, staff and other stakeholders
2. To act to share areas of strength and remedy any weaknesses

Key Performance Indicators

1. Responsibility for the NASA learning and social environment and oversight of their pastoral care and education
2. Attendance and participation of students
3. Proportion gaining appropriate accreditation and life skills
4. Student and parent/carer level satisfaction.
5. Level of provider satisfaction with Pierview Academy's overall service

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

1. Act as an ambassador for Pierview Academy by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet the dress code.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the Local Conditions of Service.
4. This post is subject to a check being carried out at an Enhanced level by the Data Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To hold or be actively working towards Qualified Teacher Status or a Level 5 in Teaching and Learning (D)
- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Qualifications related to special educational needs and disabilities or challenging behaviour (D)
- Educated to degree level (D)
- A relevant art or craft qualification (D)

Experience

- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating volunteers (D)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects, including Literacy, Numeracy and Personal and Social Development (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Strong understanding of youth and wider community issues (D)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)

- Excellent written and communication skills (E)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and can use initiative. (E)
- To identify and develop opportunities (E)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)

