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# Qualified Teacher Job Description & Person Specification

**POST: Qualified SEN Teacher**

**RESPONSIBLE TO: Principal Head**

**Core Tasks**

To be ultimately responsible to the Principal Head as a member of the educational staff team for the day-to-day educational care of the pupils and other supportive tasks and duties identified by the Principal Head.

The Teachers will have a recognised teaching qualification, or other relevant professional qualification, and be part of a small, highly professional and dedicated team, being able to show an ability to manage pupils with varying degrees of emotional and social needs, and at differing levels of academic achievement, and will report to the Principal Head.

This appointment is subject to the current conditions of employment of The Education Act 1997, the required standards for Qualified Teacher Status and other current educational legislation.

This job description may be amended at any time following discussion between the Principal Head/Directors and member of staff, and will be reviewed annually.

Areas of responsibility and key tasks:

# A Planning

Plan teaching to achieve progression in pupils’ learning through:

* Be responsible for ensuring all planning and preparation is completed
* developing and teaching all areas of the curriculum;
* taking responsibility for the progress of a class of pupils;
* organising the classroom and learning resources and creating displays to encourage a positive learning environment;
* planning, preparing and presenting lessons that differentiates and caters for the needs of the whole ability range within their class;
* motivating pupils with enthusiastic, imaginative presentation;
* maintaining discipline with an emphasis on positive reinforcement;
* preparing and marking work to facilitate positive pupil development via effective feedback;
* meeting requirements for the assessment and recording of pupils' development;
* providing feedback to parents and carers on a pupil's progress at parents' evenings and other meetings;
* coordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area;
* working with others to plan and coordinate work;
* keeping up to date with changes and developments in the structure of the curriculum;
* organising and taking part in school events, outings and activities which may take place in the evening where necessary;
* liaising with colleagues, sharing good practice and working flexibly;
* meeting with other professionals such as education welfare officers and educational psychologists, if required.
* identifying clear teaching and learning objectives and specifying how they will be taught and assessed
* setting tasks, including homework, which challenge pupils and ensure a high level of interest
* setting appropriate and aspirational expectations for pupils’ learning, motivation and presentation of work
* setting clear targets building on prior attainment
* identifying the needs of individuals and groups within the class, developing and implementing individual education plans and following the requirements of the Code of Practice
* making effective use of assessment information when planning lessons
* planning opportunities to contribute to pupils’ literacy and numeracy, and to their personal, spiritual, moral, social and cultural development
* include allocation of Learning Support Assistants time and support in the planning of lessons.

# B Teaching and Class Management

* establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
* set high expectations for pupils’ behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships reinforced via praise and reward
* provide clear structures for lessons maintaining pace, motivation and challenge
* use a variety of teaching methods to:

(i) structure information well, including outlining content and aims and summarising key points as the lesson progresses

(ii) instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary

(iii) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions

* select appropriate learning resources and develop study skills through library, ICT and other sources
* deliver creative and inclusive lessons that engages hard to reach students
* ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
* critically evaluate teaching to improve effectiveness
* oversee the overall management of the class, including responsibility for ensuring effective use of TA support and their awareness of the role they are to play within the class.
* report any issues or concerns, regarding class students or staff, to the Principal Head so they can be addressed
* Establish a balance of support with encouraging independent learning in preparation for transition to post 16 placements.

# C Monitoring, assessment, recording, reporting - to:

* be committed to partaking in the development and review of effective assessment
* assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
* mark and monitor pupils’ work and set targets for progress
* assess and record pupils’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
* prepare and present informative reports to parents/professionals as requested by the Principal Head including progress reports, PEP’s, EHCP’s.

# D Other professional requirements – to:

* have a working knowledge of current teachers’ professional duties and legal liabilities
* operate at all times within the stated policies and practices of the school
* establish effective and positive working relationships and demonstrate good team work
* work collaboratively with the learning support assistants; utilising their skills and supporting development
* set a good example through their presentation and personal and professional conduct
* demonstrate the highest possible standards of safeguarding and report any concerns
* endeavour to give every child the opportunity to reach their potential and meet high expectations
* support the school’s therapeutic ethos when responding to the students complex emotional needs
* contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
* take responsibility for their own professional development and duties in relation to school policies and practices
* undertake necessary training and be willing to share any areas of expertise within in-house work shops
* be open to self-reflective practice and engage positively with developmental feedback
* liaise effectively with parents and professionals as necessary
* carry out other duties, including assemblies and lunch time clubs, as reasonably required by the Principal Head.

**PERSON SPECIFICATION – Qualified SEN TEACHER**

Note to Applicant: When completing your application form you should demonstrate the extent to which you have the necessary education, experience, knowledge and skills identified for the post.

|  | **Essential (E)**  **Desirable (D)** | **Short listed**  **Criteria** | **Evidenced** |
| --- | --- | --- | --- |
| **Education/Qualifications** |  |  |  |
| * Teachers will have, a recognised teaching qualification or an accepted higher degree recognised by the D.F.E.E. and O.F.S.T.E.D. | E  D | ✓ | Application Form  Application Form |
| * Full clean driving licence | D |  | Application Form |
| **Experience** |  |  |  |
| * A commitment to specialist education as a positive choice for children/young people and the principles of the 1989 Children’s Act & Independent Regulations. * Experience of delivering the full curriculum up to GCSE Level. | E  D | ✓  ✓ | Application Form  Interview  Application form |
| * The ability to maintain boundaries and positive behaviour & promote development. | E | ✓ | Interview |
| * A working knowledge of Special Education Needs practices within the independent Regulations. | E | ✓ | Application Form/Interview |
| **Personal Skills** |  |  |  |
| * The ability to deal with incidents in a calm, consistent, thoughtful manner, showing good de-escalation skills. | E | ✓ | Application Form/Interview |
| * A good understanding of managing emotional and challenging behavioural difficulties within the school environment in a therapeutic manner. | E | ✓ | Application Form/Interview |
| * Good relationship with students of all ages and both genders. | E |  | Application Form/Interview |
| * Ability to work positively and effectively within a staff team. | E | ✓ | Application Form/Interview |
| * A good sense of humour and positive attitude. | D |  | Application Form/Interview |
| * Good communication skills both verbally and written. * A willingness to engage in self-reflective practice and respond positively to developmental feedback. | E  E | ✓ | Application Form/Interview |
| **Miscellaneous** |  |  |  |
| * A thorough understanding and commitment to current statutory guidance on safeguarding and child protection. | E | ✓ | Application Form/Interview  Application Form/Interview |
| * An appreciation and commitment to Health and Safety issues in the workplace. | E | ✓ | Application Form/Interview |
| * A commitment to Equal Opportunities in all work places | E |  | Application Form/Interview |