

Job Name	Special Educational Needs Teacher (Mainscale)
Job Summary	<p>The main role of the SEN Teacher is to maximize student learning through the planning, preparation and teaching of programmes which meet students' individual learning needs and achieve specific student outcomes. The SEN Teacher works with children with additional learning needs linked to: Literacy; Numeracy; EAL; social, emotional and physical development and is accountable for the effective delivery of programmes to meet the specific needs of students.</p> <p>The programmes are likely to involve both discreet teaching of students and support within the mainstream classroom.</p> <p>All teachers are expected to engage in critical reflection in order to improve their knowledge and skills to better engage students and improve their learning.</p> <p>Whilst all classroom teachers assume roles beyond the classroom in endeavouring to maximize students' learning the SEN teacher role includes: working collaboratively with colleagues and other members of the school community; communicating with parents and care-givers; as well acting as a coach/mentor and consultant to colleagues and other stakeholders.</p> <p>The SEN Teacher's contribution extends across the work and life of the school. They will participate in the development of policy and programmes and assist in the implementation of school priorities. All teachers may be required to undertake other duties in addition to their teaching duties.</p>
Main Accountabilities	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Having a thorough and up-to-date knowledge of special educational needs in the context of primary education; the students; the curriculum, pedagogy, education-related legislation; and the specific teaching context. <p><i>Teaching and Assessment</i></p> <ul style="list-style-type: none"> • Planning lessons and sequences of lessons to meet student individual learning needs and to ensure student progression. • Using a range of appropriate strategies for learning and teaching, and classroom management. • Using information about prior attainment to set expectations for students, in particular the development of Student Support Plans (SSPs) in accordance with CWBS and ESF policy. • Using a range of assessment and diagnostic tools and applying the information to further enhance learning and teaching and student achievement. • Providing clear and constructive feedback in accordance with ESF / CWBS policy. • Managing and coordinating the provision of Educational Assistants to maximize student learning. • Supporting school with admissions' assessment process <p><i>Wider professional roles</i></p>



	<ul style="list-style-type: none"> • Planning and engaging in professional learning activities that support school and systematic priorities. • Taking responsibility for own professional development and using the outcomes to improve learning and teaching. • Making an active contribution to the policies and aspirations of the school. • Collaborating with members of the school community to build a team environment that supports students' learning. • Liaising with agencies within and outside of ESF to support students with SEN. <p><u>Additional responsibilities may include but are not limited to:</u></p> <ul style="list-style-type: none"> • managing the SEN facilities and resources. • ensuring an effective timetable of SEN support. • assisting all colleagues with the performance of specific functions related to SEN students. • assisting with specialist functions such as sport, student welfare, excursions or camps to optimise involvement of students with SEN. • supporting the school transition programme and facilitating the associated orientation process. • supporting the development of curriculum policies and programmes. • contributing to the Foundation-wide professional development programme.
Typical reporting relationship	Vice Principal
Minimum typical education	Bachelor Degree in Education, or Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent.
Minimum Typical experience	5 years class teaching experience within a recognised educational organisation

English Schools Foundation

Clearwater Bay School
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