Post Title	SEN Teacher
Salary range/grade	Grade T1-T3 Paypoint 1-19 £23,000 to £27,250
Responsible to	Head Teacher
Type	Full Time Term Time Only
Base	ALP Nuneaton, Holman Way, Nuneaton, CV11 4NP

Job Purpose

The post holder will lead teaching for learners who for various reasons do not access mainstream education and have a single or comorbid special educational needs. The post holder will engage with teaching and learning activities and will lead/support the planning, preparation and delivery of lessons on a one to one basis and with small groups. They will also support others to track progress of learners.

The post holder may specialise in a subject area or be able to deliver a variety of subjects. They will also implement strategies to support behavior and education in line with the school curriculum framework and behaviour policy. The post holder will be responsible for organising their own learning environment as well as coordinating other tutors who are delivering education.

The age range for the school is 6-19 and the post holder may be asked to work across all age ranges or focus on one.

Key Tasks and Activities:

1. To plan and deliver personalised curriculum to pupils with special educational needs who for a variety of reasons have struggled in mainstream school.
2. To work alongside the senior management team to create schemes of work/resources suitable for SEN learners.
3. To support tutors and higher level tutors in their approach to supporting learners
4. To be the lead in assisting ALP Schools work towards the ‘Communication Commitment’
5. To line manage, support and supervise selected tutors working with SEN learners.

Role Specific

1. To develop and improve subject knowledge and pedagogy of tutors, where relevant by leading staff training.
2. To build and maintain successful relationships with pupils, treat them consistently with respect and consideration and be concerned for their development as learners.

3. To demonstrate and promote the positive values, attitudes, and behaviour expected from the pupils with whom you work.
4. To deliver small group work where appropriate.
5. To utilise and coordinate the use of TA's or LSA's in class efficiently.

Teaching and Learning Activities:

a. To specialise in one subject but also teach a variety of subjects in line with the curriculum framework and using SEN/SLCN specific strategies of delivery.
b. To use and share clearly structured teaching and learning activities that interest and motivate pupils and advance their learning.
c. To communicate effectively and sensitively with pupils to support their learning.
d. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
e. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
f. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
g. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons with an appropriate level of challenge.
2. Support tutors working with primary learners with their planning and preparation.
3. To select and prepare teaching resources that meet the diversity of pupils' needs and interests
4. To lead other tutors in the levelling and moderation of learners work.

Monitoring and Assessment

1. To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. To have sufficient understanding of the school curriculum framework to support pupils' learning.
2. To be committed to acquiring further knowledge to contribute effectively and with confidence to the pedagogical development of tutors.
3. To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the assessment of pupils.
4. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved
5. To know how to use ICT to advance pupil's learning and use common ICT tools for their own and pupils' benefit.
6. To know the key factors that can affect the way pupils learn.

7. To have achieved a qualification in English / literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
8. To know the legal definition of Special Education Needs (SEND), and be familiar with the guidance about meeting SEN given in the SEND Code of Practice.
9. 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 the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRT 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 pupils, 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 pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Tutors can confidently plan work that will challenge and inspire pupils
2. Tutors will set clear objectives so that pupils understand what they are doing and can assess how well they have done and how to improve.
3. Tutors will provide work that will interest pupils and to sustain their concentration
4. Leading by example in best teaching practice
5. Student and parent/carer level satisfaction.
6. Effectiveness of small group work.

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 for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning.

2. Be a significant presence and role model for students and staff.

3. Follow and where appropriate take the correct action regarding 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 comes into contact with.

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 school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

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.

Equality and Diversity Statement

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- To hold or be actively working towards Qualified Teacher Status or Qualified Teacher Learning and Skills (E)
- Qualifications related to special educational needs, speech language and communication and disabilities or challenging behaviour (E)
- Additional training/qualification related to teaching the primary curriculum (E)

Experience

- Relevant experience of working with young children in an SEN setting (E)
- Experience of working with special needs including social emotional and mental health difficulties, 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 (E)
- A good understanding of developmental ages and stages relating to learning (D)
- Ability to lead training sessions for other tutors to develop knowledge and expertise in Primary teaching (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)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- 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 have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- 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 work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

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