

SEN Teacher Job Description



CORNFIELD SCHOOL
LEARNING FOR LIFE

1. **Name:**
2. **Title of Post:** SEN Teacher
3. **Salary Grade:** MPS/UPS + SEN

4. The Role

As a special educational needs (SEN) teacher, you'll work with boys aged 8-16 who need extra support, or require a tailored learning programme, to help them reach their full educational potential.

You may work with pupils who have, specific learning difficulties such as dyslexia, conditions such as autism, ADHD or social, emotional, and mental health needs. Some pupils may have a combination of these difficulties, but a key aspect of working in this field is identifying individual needs and adapting to each student, as well as creating a safe, stimulating and supportive learning environment.

You will need a passion for engaging and inspiring pupils to enjoy learning, encouraging them to take pride in their achievements, both inside and outside school, and be confident in their own abilities. You are expected to lead by example, working closely with colleagues to plan the school's work and liaising with parents to ensure a supporting learning environment at home and at school.

5. Relationships

The postholder:

- 4.1 is responsible to the Headteacher through the appropriate line manager for the leadership, organisation and management of the area.
- 4.2 Lead and manage learning support assistants, to effectively provide additional support within the classroom
- 4.3 Work with all colleagues (externally and internally) as appropriate to establish and maintain productive relationships.

6. Purpose of the Job

- 5.1 To be part of providing inspirational support to colleagues and students.
- 5.2 To be part of a department that secures continuous improvement in the teaching and learning of the subject, raising student attainment and monitoring progress.
- 5.3 To provide a secure, challenging and motivating environment for students
- 5.4 To ensure that the curriculum is appropriate and provides support, stretch and challenge to students.

7. Responsibilities

- 6.1 Uphold the vision and ethos of the subject which aims to secure attainment and progress by students and also reflects the school's vision and ethos.
- 6.2 Devise schemes of work with the team that ensure coverage, continuity and progression for all students, including those with more individual complex needs.
- 6.3 Implement school wide policies for assessing, recording and reporting students' attainment and for using the outcomes to inform the subsequent planning and teaching of the subject.
- 6.4 Support the moderation of learning process.



7. Key Tasks

7.1 Plan teaching to achieve progression in students' learning through:

- a. Identifying clear teaching and learning objectives for the students, and deciding how they will be taught and assessed.
- b. Setting tasks which challenge the students and ensure a high level of interest, attention, participation and well-being.
- c. Setting appropriately high expectations.
- d. Setting clear targets building on prior attainment.
- e. Identifying the needs of liaising with the SENCO as required.
- f. Making effective use of assessment data and information when planning lessons.
- g. Planning opportunities to contribute to students' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development.
- h. The effective use of Learning Support Assistants time as appropriate.
- i. The effective use of resources.

7.2 Teaching and Class Management:

- a. Liaise effectively with the Headteacher in pursuing teaching and learning excellence with students.
- b. Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident.
- c. Manage students' behaviour, establishing and maintaining a good standard of order through well-focused teaching and through positive and productive relationships.
- d. Provide clear structures for lessons maintaining pace, motivation and challenge.
- e. 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 students, give attention to errors and misconceptions.
- f. Select appropriate learning resources for students to develop.
- g. Ensure students acquire and consolidate knowledge, skills and understanding appropriate to their level of ability.
- h. Critically evaluate own teaching to improve effectiveness.

7.3 Monitor, assess, record, report:

- a. Assess how well learning objectives have been achieved and use student level data and information to improve specific aspects of teaching via effective planning and delivery of learning experiences.
- b. Monitor and assess students' work and set targets for progress.
- c. Keep up-to-date and accurate records detailing student achievement, monitor strengths and areas for improvement, inform planning and recognise the level at which the student is achieving.
- d. Prepare and present informative reports to SLT, governors and parents / carers as required.
- e. Contribute to the school self-evaluation and improvement.

7.4 Other professional requirements:

- a. Have a working knowledge of teachers' professional duties and legal liabilities.
- b. Operate at all times within the stated policies and practices of the school.
- c. Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- d. Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- e. Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- f. Take responsibility for their own professional development and duties in relation to school policies and practices.
- g. Liaise effectively with parents and governors as necessary.
- h. Liaise with school to ensure there is a smooth transition for the students across phases and year groups.
- i. Carry out supervision duties as appropriate.
- j. Provide effective planning for cover lessons when not able to attend school in person.
- k. In addition, to carry out other duties as reasonably required by the Headteacher.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.