



Hyde High School

Job description: **SEND Teacher**

Grade: **MPR/UPR + SEN2**

Responsible to SENCO

Core Role

To support the SENCO by identifying, delivering and facilitating strategies which enable pupils with additional needs to make good progress in all areas of school life. The post-holder will be familiar with the SEN Code of Practice and the EHCP process, and will identify and oversee a range of effective interventions to address individuals' specific needs, including meeting EHCP outcomes.

Deliver learning activities in one-to-one, small group and whole class settings undertaking the role of a classroom teacher.

To share and support the corporate responsibility for the well-being, education and discipline of all pupils.

Responsibilities

Specific responsibilities of this post:

Be familiar with pupils' Education, Health and Care Plans and use detailed knowledge and specialist skills to support the SENCO in ensuring that individual needs are met through a range of in-house and external interventions and support strategies;

Have a secure understanding of a range of special educational needs and effective intervention strategies to support pupils to overcome these.

Provide specialist support, training and teaching in one or more key areas of expertise e.g. phonics, literacy, numeracy, communication, ASD, dyslexia, SEMH.

Contribute to the tracking and monitoring of pupils' EHCP outcomes and the impact of interventions.

Liaise regularly with the Assistant SENCO and the Inclusion Team to ensure that identified interventions are delivered and effective.

Support the inclusion/pastoral team in identifying unmet SEND needs and addressing associated behaviours with appropriate strategies.

Set high expectations which inspire, motivate and challenge pupils:

Establish a safe and stimulating environment for pupils, rooted in mutual respect;

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;

Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

Be accountable for pupils' attainment, progress and outcomes;

Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;

Guide pupils to reflect on the progress they have made and their emerging needs;

Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;

Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;

Demonstrate a critical understanding of developments in the relevant curriculum areas, and promote the value of scholarship;

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English.

Plan and teach well-structured learning activities:

Impart knowledge and develop understanding through effective use of lesson time;

Promote a love of learning and pupils' intellectual curiosity;

Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;

Reflect systematically on the effectiveness of lessons and approaches to teaching;

Contribute to the design, development and provision of an engaging curriculum within the relevant subject.

Adapt teaching to respond to the strengths and needs of all pupils:

Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;

Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;

Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;

Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;

Make use of formative and summative assessment to secure pupils' progress;

Use relevant data to monitor progress, set targets, and plan subsequent lessons;

Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;

Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;

Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;

Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Wider professional responsibilities:

Carry out the role of Form Tutor;

Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;

Communicate effectively with parents with regard to pupils' achievements and well-being;

Undertake any other reasonable duties at the request of the Headteacher.

All adults at Hyde High School are expected to:

Actively promote the school's positive ethos and values;

Comply with and promote the school's corporate policies including, but not restricted to Health and Safety, Child Protection, Safeguarding and Data Protection;

Subscribe to the priorities within the School Improvement Plan;

Play a full part in the life of the school community;

Actively participate in performance reviews at regular intervals in accordance with school procedures;

Undertake training relating to school priorities or to fulfil legal requirements as directed;

Demonstrate consistently high standards of personal and professional conduct;

Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Hyde High School is committed to safeguarding and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.