SEND General Teacher

Job Description and Person Specification.

Progress Schools

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**JOB TITLE:** SEND General teacher

**LOCATION:**

School locations include:

* Buckinghamshire High Wycombe
* Cumbria Carlisle
* Northamptonshire Northampton & Thrapston
* Merseyside Liverpool, The Hive & Hamilton Square
* Greater Manchester Gorton, Wigan, Lilford & Stockport
* Tees Valley Tees Valley
* Staffordshire Wolverhampton

**REPORTS TO:** Head of School

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**PURPOSE:**

SEND General teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with students, and by their organisation of learning resources and the classroom learning environment.

Progress School teachers develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, needs, ability and aptitude.

They assess and record progress and prepare students for examinations and their future aspirations. They link students' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire students to help them deepen their knowledge and understanding.

**ABOUT PROGRESS SCHOOLS:**

Progress Schools are a multi sited organisation with each school registered separately with the Department for Education as an Independent School. We specialise in teaching students who may present challenging behaviours or are not suited to mainstream education. We offer an alternative curriculum to meet the needs of each student on an individual basis.

**MAIN AREAS OF RESPONSIBILITY:**

Students within Progress Schools come from a variety of circumstances and are taught a broad and balanced curriculum which is effectively differentiated to accommodate ability, gaps in learning and personal development.

Teachers withinProgress Schools teach a variety of subjects up to level 2. Specialist subjects up to GCSE level are taught by subject specialist teachers.

Tasks are broadly the same for all Progress Schools teachers and include:

**Teach allocated students by planning their teaching to achieve progression of learning through:**

* Identifying clear teaching objectives and specifying how they will be taught and assessed
* Setting tasks which challenge students and ensure high levels of interest
* Setting appropriate and demanding expectations
* Setting clear targets, building on prior attainment
* Be aware of and make provision for students who are AEN/SEN, more able, LAC or who have other individual needs
* Providing clear structures for lessons maintaining pace, motivation and challenge
* Making effective use of assessment and ensure coverage of programmes of study
* Ensuring effective teaching and best use of available time
* Maintaining discipline in accordance with the school's procedures and encouraging good practice regarding punctuality, behaviour, standards of work and homework
* Using a variety of teaching methods to:

(i) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
(ii) use effective questioning, listen carefully to students, give attention to errors and misconceptions
(iii) select appropriate learning resources and develop study skills through library, ICT and other sources

* Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
* Evaluating own teaching critically to improve effectiveness
* Ensuring the effective and efficient deployment of classroom support
* Liaise with the Head Teacher and Head of School to ensure the implementation of school policy and best practice.
* Ensure reasonable adjustments are effectively implemented and learning activities contribute to EHCP outcomes, where applicable.

**Monitoring, Assessment, Recording, Reporting**

* Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
* Mark and monitor students' work and set targets for progress
* Assess and record students' 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 student is achieving
* Undertake assessment of students as requested by examination bodies, departmental and school procedures
* Prepare and present informative reports to parents
* Undertake assessment of students and participate in the school’s system reporting to parents.

**Curriculum Development**

* Work with colleagues across the organisation to develop a baseline scheme of work so that it meets the needs of individual students within the school you are based.

**Pastoral Duties**

* Promote the general progress and well-being of individual students
* Liaise with the Head Teacher to ensure the implementation of the school's pastoral system
* Register students, encourage their full attendance at all lessons and their participation in other aspects of school life
* Contribute to the preparation of education plans and progress files and other reports
* Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
* Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
* Contribute to citizenship, SMSC and enterprise according to school policy.

**Other Professional Requirements**

* Have a working knowledge of teachers' professional duties and legal liabilities
* Always operate within the stated policies and practices of the school and legal and statutory obligations
* Have/develop sound subject knowledge to enable effective teaching
* Take account of wider curriculum developments
* Establish effective working relationships and set a good example through their presentation and personal and professional conduct
* Endeavour to give every child the opportunity to reach their potential and meet high expectations
* Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
* Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
* Take part in marketing and liaison activities such as open evenings, parent evenings, review days and events with partner schools
* Take responsibility for own professional development and duties in relation to school policies and practices
* Liaise effectively with parents and governors
* To be aware of and follow the company safeguarding policies and procedures
* Participate in the development of Progress Schools by:
	1. Attending and contributing to staff meetings
	2. Attending and contributing to project meetings
	3. Contributing to the development of curriculum plans
	4. Ensure the best practice in equal opportunities is applied to all work of Progress Schools
	5. Support senior leadership to ensure effective educational practice
	6. To take part in appropriate training opportunities including standardisation meetings.

*"The above main areas of responsibilities is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post. Job descriptions should be regularly reviewed to ensure they are an accurate representation of the post."*

**Additional Information**

The job holder is required to contribute to and support the overall aims and ethos of the company. All staff are required to participate in training and other learning activities and performance management and development as required by the Company’s policies and practices.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept reasonable alterations that may from time to time be necessary and to undertake other duties appropriate to the post that may reasonably be required from time to time.

This post will bring the job holder into contact with company confidential information relating to students and staff. The job holder must therefore be aware of the confidential nature of the issues and always maintain absolute confidence.

**SALARY AND CONDITIONS**

**More in this section**

[Print all pages in this section](http://www.prospects.ac.uk/secondary_school_teacher_print_version.htm)

**Case studies**

* [Secondary school teacher: Sarah](http://www.prospects.ac.uk/case_studies_secondary_school_teacher_case_study_1.htm)
* [Maths teacher: David](http://www.prospects.ac.uk/case_studies_secondary_school_teacher_case_study_2.htm)
* [IT teacher: Nick](http://www.prospects.ac.uk/case_studies_secondary_school_teacher_case_study_3.htm)
* [Print all pages in this section](http://www.prospects.ac.uk/secondary_school_teacher_print_version.htm)

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* **PPpP**Progress Schools PayScale - £28,000 - £36,000 dependent on experience and qualifications
* Staff are provided with 11 weeks’ leave, to be taken during the school holidays. Staff are expected to return to work 2 weeks before the autumn term starts to aid planning and preparation
* Our schools are operational from 8:30am – 5pm due to after school interventions and preparation time included. Core teaching hours are between 9am and 2:30pm with twilight offers available for students 3pm – 5pm where appropriate.
* Preparation for [Office for Standards in Education, Children's Services and Skills (OFSTED)](http://www.ofsted.gov.uk/) inspections and external quality assurance activities will take up extra hours.
* Trips with students or staff development opportunities may occasionally involve staying away from home.

**PERSON SPECIFICATION**

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher Status (QTS or QTLS) or evidence of working towards (unless trainee teacher role).OrMinimum of a Level 5 or equivalent qualification in teaching (PGCE, Cert. Ed etc.). | Evidence of continuous professional development and commitment to further professional development.A degree or equivalent |
| Experience | Experience of:Teaching at Key Stage 3 and 4.Teaching GCSE English and maths ora minimum of 2 different vocational areas.Teaching students with SEND (predominantly SEMH and ASD).  | Teaching across multiple vocational areas through demonstrable vocational competence.Working in partnership with parents.Working with those with SEND who have been permanently excluded from other provisions.  |
| Knowledge and understanding | Knowledge and understanding of:the theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies).curriculum and national strategies; the monitoring, assessment, recording and reporting of students’ progress;the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;EHCP review process, effective reasonable adjustments and support;the positive links necessary within school and with all its stakeholders;effective teaching and learning styles. | Knowledge and understanding of:the preparation and administration of statutory examinations;the links between schools, especially partner schools. |
| Skills | Promote the school’s aims positively, and use effective strategies to monitor motivation and morale;develop good personal relationships within a team; establish and develop close relationships with parents, governors and the community;communicate effectively (both orally and in writing) to a variety of audiences;create a happy, challenging and effective learning environment. | Developing strategies for creating community links. |
| Personal characteristics | ApproachableCommittedEmpatheticEnthusiasticOrganisedPatientResourcefulResilient |  |