



Northwood Community Primary School

Job Description: Special Needs Teacher x 1 for Primary DSP (Designated Special Provision)

Northwood Community Primary School is a Centre of excellence for Inclusion and is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Northwood Designated Special Provision consists of 3 classes which cater for children who have a special educational need, specifically Autism, and present with Communication and Interaction, Cognition and Learning and Sensory Needs. We want the very best for our pupils, so we are looking for a teacher who is creative, collaborative, enthusiastic, hard-working, organised, resilient with a good sense of humour who is passionate about supporting the life chances of vulnerable pupils. Candidates should be suitably qualified and experience of working with children with complex additional needs and Autism.

Job details

Salary: M1-M6 UP1-UP3 dependent upon experience plus SEN allowance

Hours: 25 per week

Contract type: Full-time permanent

Reporting to: Phase Lead/Headteacher

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- Support children with complex learning needs to develop their full potential and fulfill all statutory requirement of EHCPs and the SEND Code of Practice

Duties and responsibilities

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Adapt teaching to respond to the strengths and needs of pupils.
- Set high expectations which inspire, motivate and challenge pupils.

- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Demonstrate good awareness of effective pedagogical approaches to support children with SEND.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Work with others on curriculum and pupil development to secure co-ordinated outcomes.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

Health, safety and behaviour support

- Promote the safety and wellbeing of pupils with particular regard to the impact of specific SEND needs.
- Show awareness and support for the ethos that behaviour is communication and to seek creative means to support the behavioural needs of the pupils in your care.
- Ensure a good and safe learning environment.
- Seek support from colleagues to support health, safety and behavioral needs of pupils.
- Complete risk assessments (in association with the Educational Visits Co-ordinator) to enable pupils to experience a wide range of on and off-site activities.

Professional development

- Take part in the school's appraisal procedures.
- Take part in further training and development (including coaching) in order to improve own teaching.
- Where appropriate, take part in the appraisal and professional development of others.
- Undertake relevant CPD as directed, such as Team Teach, Rebound Therapy, Communication and Language training, Emotional Regulation Training

Communication

- Communicate effectively with all stakeholders including pupils, parents/carers, other staff members and governors.
- Communicate using a range of appropriate media, e.g., online systems and platforms, face to face, meetings annual reviews, written reports.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school to support the needs of pupils.
- Develop effective professional relationships with colleagues to support the needs of pupil.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers.
- Contribute to the professional development of support staff.
- Deploy and take care of resources delegated to them and act with financial responsibility and regard for best value.

The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	ESSENTIAL PERSONAL ATTRIBUTES	DESIRABLE PERSONAL ATTRIBUTES
Qualifications	• Qualified teacher status • Degree	• Evidence of further study/qualifications • Evidence of continuing professional development, with particular evidence of relevant SEND CPD and training
Experience	• Experience of working successfully with children with a range of complex learning needs • Experience of planning for / working towards statutory outcomes for pupils, e.g., within EHCPs • Experience of using formative and summative assessments to inform planning and improve outcomes for all. • Experience of working/delegating effectively with additional adults in the class • Excellent behavior management skills and experience in dealing effectively with the underlying causes of a range of behaviors • Experience in promoting high outcomes for all pupils	• An outstanding practitioner who promotes excellent teaching and learning for all pupils • Experience of teaching different ages groups across the primary sector from EYFS to Y6 • Experience of subject leadership • Experience in multi-agency working to support the needs of pupils and families. • Experience in supporting the sensory needs of children to manage behaviour regulation needs.

Skills and knowledge	• Clear philosophy of education • In depth Knowledge of the EYFS curriculum / National Curriculum / other relevant educational frameworks • Knowledge of effective teaching and learning strategies, particularly to support children with SEND. • Effective use of Assessment for Learning • Ability to adapt teaching to meet pupils' needs across the four areas of SEND. • Ability to build effective working relationships with all stakeholders. • A strong commitment to safeguarding and promoting the physical and emotional health and well-being of children and their families. • Good ICT skills, particularly using ICT to support learning	• Knowledge and experience of a collaborative learning structures and strategies • Evidence of working collaboratively with other teachers and staff to raise standards and pupil outcomes. • Knowledge of 'Maths No Problem' approach to mastery in Maths • Knowledge and understanding of working with children with English as an additional language. • Knowledge of first aid / willingness to support children with medical conditions and to undertake relevant training in this area as needed. • Willingness to train to drive the school minibus.
Personal qualities	• To demonstrate significant resilience when dealing with challenging situations • A commitment to uphold the school ethos, values and vision and Teacher Standards • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to inclusive practice, safeguarding and equality. • A commitment to the provision of an organised, creative and appealing learning environment • A commitment to show empathy and compassion to all children and families	• Willingness to contribute to extra-curricular activities and be involved in the life of the school.