**Job Description**

**SEN Teacher**

**Resource Provision Manager**

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| **Grade** |  |
| **Hours** | Full Time |
| **Primary Purpose of the Job** | * The professional duties of a teacher, as set out in the School Teachers’ Pay and Conditions document. * The provision of the agreed school curriculum for children with ASD and the implementation of our school policies. * Resource Provision Manager |
| **Responsible to** | Principal |
| **Principal Responsibilities** | * To be responsible for the Resource Provision and the staff and children allocated to the Resource Provision |

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| **MAIN DUTIES** |
| 1. **As SEN teacher of Vantage Academy Trust, you will** |
| * Carry out the professional duties of a teacher, as set out in the School Teachers’ Pay and Conditions document. * Teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work. * Plan and prepare learning programmes. * Assess, record and report on the development, progress and attainment of pupils. * Establish good relationships and good working practices in your classroom and across the school community. * Communicate effectively and engage positively with children, staff, parents and the wider community * Lead, support, motivate and direct Teaching Assistants. * Ensure that school policies and practices are rigorously followed. * Support the ethos and values of the school and follow high standards of professionalism. * Ensure that the environment within and around the classroom is tidy, stimulating, follows school policy and is a true reflection of the ethos of the school. * Keep up to date with current educational practice by attending such training and CPD as may be required. * Prepare for, and participate in all staff and parental meetings relevant to the role of the class teacher. |

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| 1. **As Resource Provision Manager, you will:** |
| * Teach all areas of the differentiated curriculum * Be responsible for the children in the Resource Provision with Special Educational Needs and have a working knowledge of the SEN Code of Practice. * Take responsibility for the progress of ASD children in your care. * Organise your classroom and learning resources to create a positive learning environment. * Plan, prepare and monitor EHCPS. * Plan, prepare and present lessons that cater for the needs of the whole ability range within the resourced provision. * Motivate pupils with enthusiastic imaginative presentation. * Maintain positive behaviour strategies. * Prepare lessons to facilitate positive pupil development. * To work closely with and act on advice from external agencies. * To conduct and lead annual reviews of pupils in resourced provision. * Tracks pupil progress over time, and across the curriculum, for children within the resourced provision * Regularly record levels of attainment, in line with school policy. * Monitor the performance of the teacher assistants * Liaise with colleagues and work flexibly. * Work with the Senior Leadership Team to plan and co-ordinate work * Stay up to date with changes and developments in the area of autism and ASD * Provide feedback to parents on a pupil’s progress at parent’s evenings and other meetings. * Lead evaluation strategies to contribute to overall school self-evaluation * Maintain personal expertise and share it with others * Act as a role model of good classroom practice for other teachers, modelling effective strategies for them * Monitor and evaluate standards of teaching, identifying areas for development * Plan and implement strategies to improve teaching where needs have been identified * Induct, support and monitor new staff within the Resource Provision, ensuring they have access to training and support when necessary. * Support the Performance Management Review cycle for staff within the Resource Provision |

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| 1. **Support for the school:** |
| * To attend relevant courses and staff training as required. * Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned). * Contribute to the overall ethos/ work/ aims of the School and Vantage Academy Trust. * Contribute to the school ethos, aims and development/improvement plans. * Appreciate and support the role of other professionals. * To carry out other duties commensurate with the grade and nature of the post. |

**Customer Care -** To provide quality services that are what our customers want and need. To give customers theopportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your line manager about what customers say in relation to the services delivered.

**Develop oneself and others** - To make every effort to access development opportunities and ensure you spendtime with your line manager identifying your development needs through your personal development plan. To be ready to share learning with others and to take part in the school’s system of annual appraisal of performance.

**Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity andrespect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

**Safeguarding** – Vantage Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Prepared by: H Hodgson Date: May 2018

**Person Specification**

**SEN Teacher**

**Resource Provision Manager**

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| **STAGE ONE** | | | Disabled candidates are guaranteed an interview if they meet the minimum essential requirements | |
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| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |  |
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| **SKILLS AND COMPETENCY** | | | |  |  |
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| 1. | Qualified Teacher Status | | | Application form |  |
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| 2. | Experience in working with SEN children | | | Application form |  |
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| 3. | To be a ‘good’ or ‘outstanding’ teacher | | | Application form |  |
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| 4. | Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for pupils. | | | Interview/ Application form |  |
|  | Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without. | | | Interview/ Application form |  |
| 5. |  | | |  |  |
|  | Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. | | | Interview/ Application form |  |
| 6. |  |  | |  |  |
|  | Experience of inter-agency work. | | | Interview/ Application form |  |
| 7. |  | | |  |  |
|  | Ability to use data effectively in setting targets and tracking progress | | | Interview/ Application form |  |
| 8. |  | |  |  |  |
|  | Able to provide a tidy, stimulating and attractive class environment | | | Interview/ Application form |  |
| 9. |  |  | |  |  |
|  | Able to communicate effectively with children staff, parents and the wider community | | | Interview/ Application form |  |
| 10. |  | | |  |  |
|  | A commitment to continuing training and professional learning, training and development as required. | | | Interview/ Application form |  |
| 11. |  | |  |  |  |
| 12. | Able to relate well and communicate with others | | | Interview/ Application form |  |
| 13. | Able to listen to and gain the respect of others | | | Interview/ Application form |  |
| 14. | Adaptable, with a willingness to embrace change | | | Interview/ Application form |  |
| 15. | Organised, methodical and displaying high motivation and high expectations of children | | | Interview/ Application form |  |
| 16. | In sympathy with the vision, aims and ethos of the school | | | Interview/ Application form |  |
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| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |  |
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| **CORE ORGANISATIONAL COMPETENCIES** | | | |  |  |
|  |  | **Valuing Diversity** | | Interview |  |
|  |  | Listen to and support the diverse contributions made to the school/setting without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how valuing diversity and inclusion can improve our ability to deliver better services and reduce disadvantage. | |  |  |
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|  |  | **Caring for Customers**  Listen and respond to customer need. Network with others to develop services for the benefit of the school community. | | Interview |  |
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|  |  | **Developing Self and Others**  Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.  **Health and Safety**  Ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.  **Confidentiality**  Acknowledge the need to maintain confidentiality at all times and to become aware of the National, Local Authority, Trust and School policies on Confidentiality, and the management and sharing of information.  **Energy Efficiency**  Be aware of the energy efficiency issues in own area of work and throughout the organisation | | Interview  Interview  Interview  Interview |  |

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| **STAGE TWO** | **To be used in the event of a large number of applicants meeting the minimum essential requirements** | |
| **ADDITIONAL/ DESIRABLE REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| 1. | Experience of successful leadership and management within a school or other educational setting. | Interview/Application form |
| 2. | An interest in customising the curriculum to make it more exciting and relevant | Interview/Application form |
| 3. | Awareness of current initiatives in education | Interview/Application form |
| 4. | Ability to maintain a sense of humour | Interview/Application form |
| 5. | Display energy and enthusiasm | Interview/Application form |
| 6. | Be a supportive and pro-active member of a team | Interview/Application form |
| 7. | Experience of providing guidance and support to colleagues in teaching and learning | Interview/Application form |
| 8. | Experience of leading Staff INSET | Interview/ Application form |



Note to Applicants: **Please try to show in your application form how best you meet these requirements**

**Date Person Specification Prepared/Updated** May 2018

**Person Specification Prepared By** H Hodgson