

## Job Description **SEN Teacher**

Start Date:	September 2024
Responsible to:	Headteacher/SENCo
Location:	Old Town Infant School and Nursery
Grade:	Main Payscale (M3 £31,750 – M6 £38,810) plus SEN allowance
Hours of work:	32.43 Monday - Friday
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

### Overall Purpose

- Be responsible for the day-to-day operation of the Nurture Policy and co-ordination of specific provision to support individual pupils with SEMH.
- Assist the Inclusion Lead to determine the strategic development of special educational needs (SEN) policy and provision in school.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies associated with Nurture provision.
- A SEN Teacher is expected to fulfil the responsibilities of a teacher, as set out in the STCD.

### **Safeguarding**

*Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.*

*The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.*

### **Support for pupils with SEN or a disability**

- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the certain plans with parents or carers and the pupil; this may include Education, Health and Care Plans (EHCPs); BOXALLS Profiles, Behaviour plans, Risk assessments or Individual Education Plans (IEPs).
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

### Leadership and management

- Work with the Headteacher, SENCo and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Identify training needs for staff and how to meet these needs.
- Share procedural information, such as the school's SEN/Behaviour/Nurture Policy.
- Promote an ethos and culture that supports the school's Nurture policy and promotes good outcomes for pupils with SEN or a disability.

*Whilst every effort has been made to explain the main duties and responsibilities of the Nurture Teacher role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their School Leadership team.*

**Person Specification: SEN Teacher**

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> <li>A relevant degree or higher degree qualification</li> <li>Qualified Teacher Status</li> <li>Commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Qualification in Understanding Autism.</li> </ul>
Experience:	<ul style="list-style-type: none"> <li>Significant Teaching experience (preferably KS1)</li> <li>Experience in teaching with emotional regulations – with positive behaviour role and de-escalation strategies.</li> <li>Experience with SEMH, Sensory Processing and social communications.</li> </ul>	<ul style="list-style-type: none"> <li>Experience working in EYFS.</li> </ul>
Professional knowledge:	<ul style="list-style-type: none"> <li>Sound knowledge of SEND Code of Practice.</li> <li>Ability to plan and evaluate interventions.</li> <li>Knowledge of effective teaching and learning strategies, to include, engage and meet the needs of all pupils, in particular underachieving groups</li> <li>Data Analysis skills and the ability to use data to inform provision planning – Boxall Profiles.</li> <li>Ability to build strong relationships with vulnerable children and families.</li> <li>Ability to influence and negotiate.</li> <li>Good record-keeping skills.</li> </ul>	<ul style="list-style-type: none"> <li>Team Teach trained.</li> <li>SEND training/ Speech &amp; Language. This might include: PEIC-D; Makaton; PECS</li> <li>Positive Behaviour Trained</li> <li>Knowledge of Zones of Regulation and Threshold of Needs.</li> <li>Knowledge of ACES (adverse childhood experiences)</li> <li>Knowledge of attachment difficulties</li> <li>Knowledge in Trauma informed practice.</li> </ul>
Professional skills & abilities	<ul style="list-style-type: none"> <li>Commitment to Safeguarding and equality.</li> <li>Commitment to maintaining confidentiality at all times.</li> <li>Positive role model to support communication with a sensitive, nurturing and consistent approach.</li> <li>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.</li> <li>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.</li> <li>Ability to work on own and motivate self as well as work under pressure and prioritise effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to the school’s wider community</li> <li>Ability to use and promote a wide range of teaching methodologies</li> <li>Good ICT skills, particularly using ICT to support learning.</li> </ul>

- Appetite for continuous improvement and a willingness to share expertise within the school and the Partnership.

The post holder may be required to travel to other local sites, including other CLP schools.