

## Job Description

**Post Title:** SEND Teacher

**Contract:** Permanent, Full Time

**Line Manager:** Headteacher

**Pay Range/Grade:** MPS/UPS (Plus allowances SEN/TLR)

**Location:** Bradford AP Academy, Anerley Street

**Hours of work:** 32.5 per week

### Purpose of the Role:

To complement, appreciate and support the role of the Head of Centre, teachers and other professionals by undertaking work/care/support programmes which enables access to learning to secondary aged students who are permanently excluded from mainstream school.

To be responsible for the teaching of pupils in the school as directed by the Headteacher, being accountable for the quality of learning and the expected standards of learner attainment and achievement within the curriculum through a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

### Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher and Senior staff.

### Quality of Teaching:

To be accountable for the standards of learner achievement of groups taught and individual learners within the groups by:

- Maintaining on-going records of learner progress and achievement.
- Monitoring the achievement of learners within the tutor/class group, setting agreed targets as required.
- Planning and teaching lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the BAPA's plans, curriculum and schemes of work to achieve target levels of pupil attainment, progress and outcomes.

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- Reporting on the learning needs, progress and achievements of assigned pupils.
- Setting and marking work to be carried out by pupils in BAPA.
- Participate in arrangements for preparing pupils for a successful exit from BAPA.

### **Support for the School:**

- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and, so far as practical, teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).
- Contribute to the development, implementation and evaluation of the BAPA's policies, practices and procedures in such a way as to support the BAPA's values and vision.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Make a positive contribution to the wider life and ethos of BAPA.
- Work towards and support the school's vision and the objectives.
- Support and contribute to the school's responsibility for safeguarding students.
- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- Participate in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in BAPA, which require you to exercise your professional skills and judgment.

### **Management of Staff and Resources:**

- Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- Deploy resources delegated to you in accordance with BAPA policies.
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils.
- Research, develop and share resources, ensuring adequate and strategic provision of learning materials to enhance teaching.

### **Safeguarding and Compliance:**

- Promote the safety and well-being of pupils in accordance with the BAPA's Child Protection, and other relevant policies.
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to in accordance with BAPA Positive Behaviour policy.
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Comply with the financial, health & safety, HR and other processes and procedures of the Trust.
- Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff.

### **Working in Partnerships with Parents/carers and external agencies:**

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.
- Collaborate and work with colleagues and other relevant professionals within and beyond BAPA.

### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

### **Environmental Demands/Working Conditions:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of physical intervention or manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the tasks required of you.
- Report all concerns to an appropriate person.

### **CPD:**

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- Participating in annual self-reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary

### **Upper Pay Range Accountabilities:**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach.
- Have up-to-date knowledge and understanding of recent educational initiatives and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within young people, than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

**Flexibility:**

The above is not exhaustive and other duties may be attached to the post from time to time. Variation may occur to the duties and responsibilities without changing the general character of the post. The SEND Teacher will be required to attend training relevant to the role.

**Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



## Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree level or equivalent qualification</li> <li>• Relevant further qualifications linked to SEND</li> <li>• Evidence of continual professional development e.g. MA, Postgraduate studies, Advanced Diploma.</li> </ul>	<p>E E D D</p>	<p>Application and interview</p>
<p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Proven record of success as an outstanding Teacher.</li> <li>• An understanding and demonstration of barriers to learning and how those may be overcome.</li> <li>• Experience of managing student performance and intervention strategies to raise performance.</li> <li>• Previous teaching within a school or PRU environment.</li> <li>• Experience of safeguarding and additional educational needs.</li> <li>• Experience of working alongside employer partners to achieve learning objectives.</li> <li>• Experience of supporting colleagues to improve standards.</li> <li>• Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> <li>• Experience of leading a subject or aspect of educational provision.</li> <li>• Experience of teaching Maths or Science.</li> <li>• Experience of working with young people who display SEMH.</li> <li>• Experience of delivering high impact intervention to groups of disadvantaged children.</li> <li>• Experience of leading initiatives that have a positive impact for young people.</li> </ul>	<p>E E  E  E E E  E E  D  D D D  D</p>	<p>Application and interview</p>
<p><b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b></p> <ul style="list-style-type: none"> <li>• Ability to communicate effectively with a range of internal and external stakeholders.</li> <li>• Able to engage learners in a variety of ways.</li> <li>• Able to evaluate own teaching with regards to pupils' learning and progress.</li> <li>• Able to demonstrate a knowledge of planning, curriculum and assessment procedures.</li> <li>• Excellent literacy, numeracy and IT skills.</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.</li> <li>• Willingness to be involved in extra-curricular activities</li> <li>• Able to evaluate the performance of colleagues to support their professional development.</li> </ul>	<p>E  E E  E  E E  D D</p>	<p>Application and interview</p>

<ul style="list-style-type: none"> <li>• Able to use coaching and mentoring skills to support professional development of colleagues.</li> </ul>	D	
<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> <li>• A personal commitment to equal opportunities, diversity and promoting good race relations.</li> <li>• Ability to relate well to pupils and adults.</li> <li>• Ability to remain calm under pressure.</li> <li>• Flexible and willingness to accept change.</li> <li>• Ability to maintain confidentiality.</li> </ul>	E E E E E  E E E E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Chief Executive Officer** \_\_\_\_\_ **Date** / /

