

Job Description: Teacher (SEND Unit)

Job title:	Class Teacher (SEND Unit)
Location:	Hatch Beauchamp Primary School
Grade:	MPS/ UPS plus SEND allowance
Reports To:	Headteacher
Supervisory responsibility:	The post holder may be responsible for the deployment and supervision of the work of learning support assistants relevant to the teacher's responsibilities.

This job description adheres to the conditions laid down in the School Teacher's Pay and Conditions document and for Church schools the Diocesan guidelines. In addition to this, teachers undertake to develop children using their understanding and knowledge of their professional qualifications, skills, qualities and where appropriate their faith.

All members of the team employed by the Academies for Character and Excellence support and promote the Trusts mission, values and ethos.

Purpose of the Role

The Teacher will be responsible for developing and delivering an engaging, inclusive and effective curriculum for a KS2 SEND unit, supporting 6-8 pupils with mild to moderate Autism Spectrum Condition (ASC) and/or Speech, Language, and Communication Needs (SLCN) to flourish. The role involves creating a nurturing learning environment that promotes academic progress, social development, and emotional well-being.

Key Responsibilities

To carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document and the DfES Teachers' Standards Framework, including:

Curriculum Development, Teaching and Learning

- Contribute to the development of a tailored ACE curriculum for the unit (Academic achievement; Character Development; Metacognition)
- Plan and deliver well-structured teaching and learning that meets pupils' needs in line with the ACE curriculum outcomes
- Develop a clear understanding of the specific needs of all pupils in the unit, and be able to use and evaluate teaching approaches to engage and support them
- Design and adapt teaching strategies and learning materials to enable pupils to access curriculum learning effectively
- Actively promote and support high expectations for all pupils in the unit terms of progress and achievements across ACE curriculum outcomes.

Classroom and Behaviour Management

- Establish and foster a safe, purposeful and structured learning environment that enables all pupils to thrive
- Have high expectations of pupils' behaviour, promoting self-control and independence (with support as necessary)
- Support positive behaviour by managing pupils effectively using approaches that are appropriate to their needs
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour expected of pupils and staff alike

Academies for Character and Excellence

Excellence through Cultivating Character, Sharing Talents and Pursuing Innovation

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocols/procedures.

Assessment and Reporting

- Conduct ongoing assessment to track pupil progress and inform future planning
- Develop, implement and review individual learning plans (ILPs) tailored to pupils' developmental and academic needs
- Provide clear, detailed feedback to parents/carers regarding pupil achievement and development
- Maintain accurate records and contribute to annual review processes and Education, Health, and Care Plans (EHCPs).

Pastoral Care and Support

- Actively support pupils' social and emotional well-being, promoting independence and resilience (character outcomes)
- Act as a key point of contact for families, building strong and effective home-school partnerships
- Liaise with parents, carers, and external agencies to support a holistic approach to pupil development.

Teamwork and Collaboration

- Develop effective working relationships with the Headteacher, SENDCo and other staff to support the effective management of the unit and wider school
- Collaborate with specialist professionals, such as speech and language therapists and educational psychologists, to support pupils effectively
- Contribute to the professional development of support staff working within the unit
- Work with other teachers collaboratively across the Trust in order to improve standards and cross-fertilisation of ideas and initiatives
- Contribute to Trust Improvement Groups (TIGS)
- Make a positive contribution to the wider life and ethos of the school.

Managing own performance and development

- Take responsibility for own professional development.
- Reflect systematically on the effectiveness of teacher and learning
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Use effective ICT skills for teaching, learning and management