



SEND Primary Teacher

(Temporary for 1 Year in the first instance)

Job Description

Salary / grade range	MPS/UPS
Location	Co-op Academy North Manchester
Reports to	Vice Principal: Inclusion

Purpose of role:

- Be responsible for the learning and achievement of all pupils in key stage 3 pathways classes ensuring equality of opportunity for all.
 - Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Plan and deliver lessons to meet the needs of pupils in the KS3 Pathways provision - meeting SEND needs as appropriate.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
 - Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers' Pay and Conditions Document and Teacher Standards*.
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
 - Support the transition of pupils within Pathways and across settings e.g. specialist provision

Key accountabilities (and specific duties / responsibilities):

All teachers are required to carry out the duties of a school teacher as set out in the current [School Teachers' Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher [Standards](#) as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach in the Pathways provision.
- Be responsible for the preparation and development of teaching materials and schemes of work

Be the appointed form tutor for 8P in the Pathways setting.

- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress. Using appropriate Key stage 1,2 and 3 resources to assess pupils starting points and end points.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Contribute information and opinions to the annual review and statutory assessment process for EHCPs
- Create Pupil Passports, in the academy and Trust format, to ensure that staff have a good understanding of pupils' strengths, needs, specific SEND and strategies to support pupils
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, rewards, and meaningful consequences consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Build positive relationships, through clear and positive information with parents and carers

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school / Academy, which relate to the learners, curriculum or organisation of the Academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with Academy colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfill.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the Academy
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Fulfill wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well being using school systems/processes as appropriate.
- Communicate and cooperate with other schools and colleagues within the Academy and relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary, responding to advice and feedback from colleagues.
 - Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Being proactive in your own personal development, reflections and identifying needs and opportunities arising for continuous professional development.
- Proactively participate with arrangements made in accordance with current Appraisal Regulation.

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, Coop Academy Manchester requires high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the headteacher.

Note

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.

Personal attributes required (based on job description):

Attributes

All attributes are essential, unless indicated below as 'desirable'

How measured, e.g. application form (A), interview (I)

Qualifications

Qualified Teacher Status (NQT/RQT considered)

(A)

Evidence of continuous INSET and commitment to further professional development

(A) (I)

Experience

Experience of promoting positive behaviour conducive to learning and which is focused on raising standards.

(Desirable)

(A) (I)

Teaching in a school of similar socio-economic context.

(Desirable)

Teaching in the relevant key stage and year group.

(Desirable)

Teaching in classes with a high number of children with SEN and EAL needs.

(A)

(A) (I)

(A) (I)

Skills, Ability, Knowledge

Knowledge and understanding of current theory and best practice in learning and teaching, including an understanding of Trauma Informed approaches.

(A) (I)

Understanding of a diverse range of teaching and learning styles and techniques.

(A) (I)

The theory and practice of providing effectively for the individual needs of all children.

(A) (I)

(I)

Statutory National Curriculum requirements at the appropriate key stage.

(A) (I)

The monitoring assessment, recording and reporting of pupils' progress.

(A)

The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.

(A) (I)

Good understanding of effective procedures for managing and promoting positive behaviour among pupils, including an understanding of Restorative Approaches to Behaviour Management

(A)

The positive links necessary within school and with all its stakeholders.		
Effective teaching and learning styles.		(A) (I)
Good working knowledge of the primary curriculum.		(A) (I)
Develop good personal relationships within a team.		(A) (I)
Establish and develop close relationships with parents, governors and the community.		(A) (I)
Communicate effectively (both orally and in writing) to a variety of audiences.		(A) (I)
Create a happy, challenging and effective learning environment.		(A) (I)
ICT skills.		(A) (I)
Ability to create a happy, challenging and effective learning environment.		(A)
Insistence on high standards and expectations of children.		(A) (I)
Well-organised and managed classroom where children are independent.		(A)

Personal Qualities Approachable Committed Sense of humour Empathetic Enthusiastic Organised Patient Resourceful Ethically and morally driven Flexible		(A) (I)
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This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.