GREY COURT SCHOOL - Job Description

Job Title: SEN Teacher

Pay scale: M2–M3
School: Grey Court School
School type: Secondary School and Sixth Form
Reports to: SENCO
Working with: The student, parents and carers, teachers, support staff, the SENCO and relevant external professionals

Main purpose of the role

The SEN Teacher will plan, deliver and review a personalised, ambitious and accessible curriculum for an autistic Year 10 student with complex communication needs, working at pre-entry level to Entry Level 1. The role will enable the student to make progress from their starting point, develop communication and learning skills, increase independence, and participate as fully as possible in the life of a mainstream secondary school.

The postholder will work closely with the SENCO, the student's family, subject teachers and relevant professionals, including Speech and Language Therapist and Occupational Therapist. They will use appropriate assessment and advice to inform teaching, track progress and report clearly on outcomes. The teacher will promote the student's safety, dignity, wellbeing and inclusion, while contributing to Grey Court's commitment to high-quality education and to students flourishing within a safe school community.

Key responsibilities and duties

Curriculum planning and preparation

- Plan, develop and regularly review a coherent, personalised curriculum appropriate to the student's assessed strengths, needs, interests and starting points.
- Set clear, achievable and appropriately challenging learning objectives, with steps that support progress towards pre-entry Level and, where suitable, Entry Level 1 outcomes.
- Build relevant opportunities for the development and application of literacy, communication, numeracy, personal, social and functional skills.
- Where appropriate, plan for the student's participation in subject learning, wider school activities and suitable accreditation or transition pathways.

- Use the student's relevant plans and advice, including EHCP outcomes where applicable, to inform teaching and review progress.
- Coordinate planning with the SENCO and relevant subject teachers so that learning is connected to the wider curriculum and the student can participate meaningfully in mainstream school life.
- Prepare and select suitable teaching resources, assistive materials and learning environments, making reasonable adjustments in line with the student's needs and school policies.
- Take account of professional advice from relevant specialists, while working within the postholder's own qualifications and responsibilities.

Teaching and learning

- Plan and teach well-structured lessons that are purposeful, accessible and responsive to the student's learning.
- Use evidence-informed approaches and appropriate scaffolding, modelling, repetition, visuals, practical tasks, communication supports or assistive technology as relevant.
- Adapt teaching in response to the student's progress, engagement, communication and changing needs.
- Establish clear routines and expectations that support learning, positive relationships, emotional regulation and safe participation.
- Promote the student's independence by providing appropriate support and opportunities to practise skills, while avoiding unnecessary dependence on adult assistance.
- Recognise and build on the student's interests and strengths, including opportunities to engage in the school's sporting and wider curriculum offer where appropriate.
- Maintain high expectations for progress and participation, while ensuring tasks are achievable and appropriately differentiated.
- Contribute to a positive, inclusive learning environment in which the student is treated with dignity and is supported to belong.

Assessment, tracking and reporting

- Assess the student's learning and development through suitable baseline, formative and summative assessment.
- Track progress against agreed learning objectives, curriculum outcomes and relevant plan outcomes, recording achievements and next steps accurately.
- Use assessment information to evaluate the impact of teaching and adapt curriculum plans and strategies.
- Contribute to reviews of the student's provision and targets, including EHCP reviews where applicable.
- Share information about progress, barriers to learning and successful strategies with relevant colleagues, following confidentiality and data-protection Requirements.

Partnership with parents, carers and professionals

- Communicate respectfully and effectively with parents and carers about the student's learning, progress, wellbeing and support, in line with school procedures.
- Liaise with the SENCO and relevant teachers to coordinate curriculum planning, classroom approaches and reasonable adjustments.
- Work collaboratively with external professionals who are involved with the student, as appropriate.
- Use professional advice to inform classroom practice and contribute relevant observations to reviews and planning.
- Maintain accurate records of relevant communication, meetings, agreed actions and the student's progress.

Inclusion, behaviour and wellbeing

- Promote the student's inclusion in the mainstream school community and support access to learning, social opportunities and school activities where appropriate.
- Promote the student's safety, wellbeing, self-esteem and developing independence.
- Be alert to changes in presentation, attendance, participation or wellbeing and share concerns with the appropriate member of staff.
- Contribute to effective transitions, including movement between lessons, activities, key stages or post-16 provision, as relevant.

Wider professional responsibilities

- Fulfil the professional responsibilities of a teacher, meet the expectations of the
- Teachers' Standards and follow the School Teachers' Pay and Conditions Document.
- Contribute to the school's policies, procedures and professional culture, and work constructively with colleagues and other relevant professionals.
- Maintain accurate, appropriate and secure records.
- Take part in appraisal and relevant professional development.
- Direct or work alongside support staff involved in the student's learning, where this forms part of the agreed role, and communicate expectations clearly.
- Promote good attendance and punctuality in partnership with the student, family and relevant school staff, recognising the school's focus on improving attendance for disadvantaged students.

Skills and competencies

The postholder will demonstrate:

- The ability to plan and deliver a personalised curriculum for an autistic Year 10 student working at pre-entry to Entry Level 1, while maintaining appropriate ambition for progress and participation.

- Prior experience with low tech alternative and augmentative communication (AAC) e.g. Core boards, symbols or high tech communication apps would be advantageous.
- An ability to adapt verbal output, allow extended processing time, understand non-traditional language development (like echolalia / gestalts)
- Strong teaching skills, including the ability to explain, model, scaffold and adapt learning to the student's communication and learning needs.
- Secure knowledge of relevant curriculum areas and a commitment to developing the student's literacy, communication, numeracy and functional skills.
- The ability to assess learning accurately, track small steps of progress and use evidence to plan next steps.
- Confidence in working collaboratively with parents and carers, the SENCO, subject teachers, support staff and relevant specialists.
- Clear, respectful communication, including the ability to contribute to meetings and write accurate, accessible reports.
- A flexible, patient and resourceful approach, alongside the ability to maintain high expectations and encourage independence.
- An inclusive approach that recognises individual strengths and respects the student's dignity, identity and voice.
- Good organisational skills and the ability to manage planning, assessment, records and communication reliably.
- Professional judgement, discretion and an understanding of confidentiality, safeguarding and information-sharing responsibilities.

<u>Professional development</u>

- The postholder will take part in the school's appraisal and professional development arrangements and will be expected to engage in learning that improves their teaching and supports the student's progress. Development may include relevant training in SEND, curriculum adaptation, assessment, communication and assistive approaches, safeguarding, and advice from specialists working with the student.
- The teacher is expected to reflect on the impact of their practice, keep their subject and curriculum knowledge up to date, and work with colleagues to develop effective and consistent provision. Professional development should support Grey Court's commitment to excellence, inclusion, student wellbeing and high-quality education.

<u>Safeguarding</u>

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

The post is subject to the school's safer recruitment and safeguarding checks applicable to the role. The postholder must uphold public trust in the teaching profession and maintain high standards of professional conduct, attendance and punctuality.