

Job Description

Job title:	Specialist SEND Intervention Teacher
Grade/salary:	MPS/UPS
Reporting to:	SENCO

Job Purpose

- Lead, coordinate and deliver 1:1 and small group intervention sessions of SEND pupils, across the range of SEND needs and ages;
- Improve educational and life outcomes for pupils with SEND;
- Secure outstanding academic and personal outcomes for SEND pupils;
- Demonstrate high-quality teaching to ensure pupils can make accelerated progress through intervention sessions and in class support;
- Use effective resources and uphold the highest standards of learning and achievement for all pupils;
- Liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the whole school, and wider Trust;
- Promote the vision, culture and ethos of the Pontefract Academies Trust (PAT);
- To meet the Teachers Standards;
- To maintain a good understanding of the whole school's curriculum plans and assessment and behaviour policies;
- All other duties are outlined in the School Teachers' Pay and Conditions Document.

Key Responsibilities and Accountabilities

Teaching and Learning

- Plan, prepare, and deliver 1:1 and small groups sessions for SEND pupils;
- Assist pupils with SEND in the development of self-esteem, self-expression and self- advocacy;
- Demonstrate a forward- thinking approach to teaching and learning, developing new areas of best practice in special education;
- Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate SEND pupils' progress;
- Support the SENCO in identifying pupils' strengths and priority needs to inform the content of EHCPs;
- Support the SENCO in developing individual EHCPs for pupils and delivering appropriate interventions to maximise SEND pupils personal and academic development;
- Support pupils in mainstream lessons, differentiating where possible and advising teachers;
- Follow SEND pupils' PEN portraits, monitor pupil social communication development, contribute to provision mapping and annual reviews for pupils;

- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning;
- Take account of pupils' prior levels of attainment and personal progress and use them to set future targets;
- Maintain good discipline by following the behaviour policies and procedures;
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities;
- Maintain excellent classroom management with due regard to health and safety policies.

Assessment, recording and reporting

- Keep appropriate records of pupils' work and progress;
- Use the school's marking scheme at all times;
- Carry out assessment programmes, as agreed by the SENCO;
- Complete records of achievement in line with school policy;
- Complete pupil reports in line with school policy;
- Attend parents' evenings and SEND coffee mornings as required and keep parents informed about their child's academic and personal progress.

Pastoral responsibilities

- Endeavour to build up a good relationship with all pupils, so that they will look to the teacher for support and advice;
- Command high standards of pupil behaviour and conduct at all times and support the school in its application of related policies;
- Report issues of concern to the appropriate senior staff or pastoral support staff;
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Other duties

- Attend and actively participate in regular meetings with parents/ carers and external agencies in support of pupils;
- Impart specialist knowledge to colleagues, parents/ carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge;
- Support staff training where appropriate;
- Attend and contribute to team and full staff meetings;
- In relation to the school's strategic plan, contribute towards the goals and targets;
- Maintain a professional interest in educational initiatives and developments;
- Maintain an engaging a purposeful learning environment;
- Support out of school activities such as the SEND homework club;
- Commitment to own professional development and maintain a record of professional development activities;
- Keep abreast of new developments/initiatives in special educational needs.

Contribution to whole School

- Contribute to meetings regarding interventions for SEND pupils;
- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Maintain an inclusive learning environment for all pupils;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with others, to support achievement and progress of pupils;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- Deliver out of school learning activities or duties within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Responsibilities for Resources

- Effective use of materials and resources.

Responsibilities for Budgets and People

- None.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Job Description

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1	QTS or equivalent qualified teacher accreditation;	E	✓	
2	Degree/PGCE or equivalent qualifications;	E	✓	✓
3	Other professional qualifications;	D	✓	✓
4	Understanding of Safeguarding and Child Protection issues;	E	✓	✓
Experience and Knowledge				
5	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
6	Sustained track record of successful performance as an excellent teacher;	E	✓	✓
7	Excellent 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 highly;	E	✓	✓
8	Interest and experience of working with and supporting SEND pupils;	E	✓	✓
9	Excellent knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught;	E	✓	✓
10	A depth of knowledge and experience to be able to give advice on the development and well-being of children and young people;	E	✓	✓
11	Demonstrate highly effective pedagogical practice;	E	✓	✓
12	Have an excellent knowledge on matters concerning equality, inclusion and diversity in teaching;	E	✓	✓
13	Experience of forging community/voluntary/ parent and partner agency links;	D	✓	✓
14	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	E	✓	✓
Abilities and Skills				
15	Excellent ability to assess and evaluate;	E	✓	✓
16	Have an excellent ability to provide learners, colleagues & parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for personal development that promote pupil progress;	E	✓	✓
17	Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership;	E	✓	✓

18	Understanding of pupil's welfare and pastoral needs;	E	✓	✓
19	Full working knowledge of relevant policies/codes of practice legislation;	E	✓	✓
20	Work as an effective team member and apply directions/instructions;	E	✓	✓
21	Ability to participate professionally in meetings;	E	✓	✓
22	Ability to relate well to children and young people;	E	✓	✓
23	Able to organise self to plan and complete tasks;	E	✓	✓
24	High personal standards;	E	✓	✓
25	Reliability, integrity and stamina;	E	✓	✓
26	Respect confidentiality;	E	✓	✓
27	Commitment to personal development and learning.	E	✓	✓