

Specialist SEMH Teacher – KS2 / KS3

Job Description & Person Specification

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| Contract Type: | Permanent |
| Hours: | Full Time |
| Salary: | Main and upper pay range (DOE) + SEN Allowance |
| DBS Disclosure Level: | Enhanced |
| Reports To: | Deputy Head Teacher |
| Role Purpose: | <p>Teaching at Coombe House School will require the post holder to demonstrate the ability and commitment of working with pupils with special educational needs, particularly those aged 9 - 14. Planning and delivering outstanding and effective teaching to enable a high-quality learning experience for KS2/3 pupils. Teachers at Coombe House school will need to demonstrate compassion, understanding and flexibility in their approach ensuring progression is central to all lessons whilst giving our pupils the confidence to grow as they progress through our school.</p> <p>As a passionate and experienced Specialist SEMH Teacher working with KS2/3 pupils the post holder will take the National curriculum and bring them alive in a way that both engages and motivates our pupils and gives them the best possible educational outcomes. All pupils have an Education Health and Care Plan, with ILP's written based upon outcomes and aims from their EHCP's, which identify strategies and interventions to support their needs.</p> |
| Key Responsibilities: | <ul style="list-style-type: none"> •To develop and implement an aspirational curriculum accessible for key stages 2/3. •Be able to deliver the curriculum for key stages 2/3. •To plan, deliver and evaluate the curriculum to ensure all your pupils achieve success and maximise their potential within a range of subject areas. •To have high expectations of pupils to ensure they achieve their full educational potential whilst demonstrating the ability and commitment of working with pupils with special educational needs by: <ul style="list-style-type: none"> ○ Establishing a supportive relationship ○ Implementing individual support strategies ○ Building resilience and self confidence ○ To have an observant and responsive approach ○ Showing compassion and understanding •Apply a range of teaching strategies to deliver learning objectives and incorporate inclusive strategies that meet the needs of all learners. |

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| | <ul style="list-style-type: none"> • Create an inviting and stimulating environment including the celebration of pupils' achievements. • To have excellent behaviour management skills, with the ability to manage confrontation and challenging behaviour in line with schools' ethos and vision. • To have good teamworking skills to liaise with other teachers and other professionals such as educational psychologists, speech and language therapists and social workers. • Flexibility - it's important to be able to respond to the needs of the children and adapt or change plans accordingly. • To promote a positive, energetic, and enthusiastic outlook whilst demonstrating patience, understanding and empathy with pupils and families. • Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback, and keeping up to date with current developments in good practice. • To undertake any other duties appropriate to the grade of the post as requested by management. |
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This job description is current at the date of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

TEACHERS STANDARDS

Coombe House School would expect all its teachers to be working in line and demonstrating best practice as outlined below:

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how these impacts on teaching

- encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time and encourage students to respond to the feedback.
- follow the School's assessments reporting policies.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the School including extra curricular
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Health, Safety and Welfare

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with policy and procedure, reporting all concerns to an appropriate person.
- To be aware of Child Protection issues, knowing how to identify potential abuse/neglect and reporting concerns as they arise.
- Responsible for working in accordance with policy relating to the promotion of Equality, Diversity and Inclusivity
- Ensure good order and discipline amongst pupils and staff

PERSON SPECIFICATION

Specialist SEMH Teacher – KS2 / KS3

| Criteria | Qualities | Essential/Desirable |
|-----------------------------|---|---------------------|
| Qualifications & Experience | 1. Qualified teacher status or level 4/5 teaching qualifications | E |
| | 2. Successful secondary teaching experience in key stages 2 and 3, and within a SEND School | E |
| | 3. Successful experience of teaching pupils with SEMH and complex needs | E |
| | 4. Evidence of ongoing personal professional development | E |
| | 5. Evidence of research-based learning in practice | E |
| Skills & Knowledge | 6. Knowledge of the National Curriculum | E |
| | 7. Knowledge of the SEND Code of Practice | E |
| | 8. Knowledge of effective teaching and learning strategies including planning, assessing, monitoring and evaluation to ensure pupils make progress that is at least good from their starting points | E |
| | 9. Knowledge of inclusive practice and proven ability in using it | E |
| | 10. Astute understanding of how children learn | |
| | 11. Ability to adapt teaching to meet pupils' needs | E |
| | 12. Ability to build effective working relationships with pupils based upon mutual respect and trust | E |
| | 13. Knowledge of guidance and requirements around safeguarding children | E |
| | 14. Knowledge of effective behaviour management strategies and proven experience of their success | E |
| | 15. Excellent ICT skills, particularly using ICT to support learning | |
| | 16. Up-to-date knowledge of current teaching and wider curriculum developments | E |
| | 17. Proven ability to communicate effectively orally and in writing when working with children, and when communicating with parents, other staff and governors where appropriate | E |
| Personal Attributes | 18. Ability to reflect upon skills, knowledge and practice to develop them | E |
| | 19. Ability to inspire confidence and trust in others | E |
| | 20. Ability to influence others' practice positively | E |
| | 21. Interest in research-based learning and development | E |
| | 22. A commitment to securing the best possible outcomes for all pupils and promoting the ethos and values of the school to all stakeholders | E |
| | 23. Ability to work under pressure, prioritise effectively and meet deadlines consistently | E |
| | 24. Commitment to maintaining confidentiality | E |
| | 25. Commitment to safeguarding and equality | E |
| | 26. Pro-active, enthusiastic, resilient, and positive with an open mind to change | E |
| | 27. Able to work effectively as a member of a team | E |