



Be part of the family

Upper Key Stage 2 Teacher with SENCO responsibility (Year 5&6)

Salary Scale £28,000 - £32,000*
(PERMANENT, TERM TIME ONLY)



Be part of our family

*PLEASE NOTE THIS ROLE DOES NOT HAVE TEACHERS PAY AND CONDITIONS.
PAY WOULD BE REVIEWED BASED ON COMPLETION OF QUALIFICATION,
SUCCESSFUL APPRAISAL CYCLES AND TAKE INTO ACCOUNT SIZE OF SCHOOL

PURPOSE

We are seeking to appoint a permanent, full time teacher with SEN experience and willingness to undertake the NASENCO qualification (term time only).

We are looking for an inspirational SENCO to develop and lead inclusion and SEN within the school and join our highly committed team.

THE AIMS OF THE SCHOOL

To create an environment in which all children can experience success and thereby build self-confidence and self-belief.

To develop in children, a positive attitude towards education as a continuing process.

To develop children's growth and ability to embrace a challenge.

To develop the all - round potential of each child through the vehicle of a rich, broad, balanced and differentiated curriculum.

REPORTS TO: Head of Centre

SEND RESPONSIBILITIES AND DUTIES:

- 2 years' experience of working with children with Special Educational Needs
- Thorough knowledge of the new SEND Code of Practice
- The ability to lead staff in developing their knowledge and expertise in working with SEN children
- Skilful in working with pupils with a range of different abilities and needs – SEND, LAC, Pupil Premium, SEMH
- An ability to develop positive relationships with hard to reach young people
- Experience of working with young people exhibiting challenging behaviour
- An ability to guide, support and encourage young people in learning to manage their own emotions
- To work effectively with the Head of Centre to achieve excellence
- The ability to support and overview the work of teaching assistants working with SEN children
- Good communication skills and an ability to work within a team

We are well resourced and have highly effective and well-established intervention strategies. We have a strong and clear vision with an engaging curriculum which develops and celebrates the potential of each child.

All teachers are required to carry out the duties of a school teacher as set out in the current School Handbook.

TEACHING RESPONSIBILITIES AND DUTIES:

- Continue to raise achievement for all learners
- Demonstrate outstanding teaching performance
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head of Centre

The following are focus areas for The Regis Academy

DEVELOPING SUBJECT KNOWLEDGE AND CURRICULUM KNOWLEDGE:

- Understanding the needs of the learners and adopting / developing an appropriate curriculum.
- Understanding and implementing The Regis Academy's curriculum policies, schemes of work and topic plans.
- Understanding and using National and local strategies to raise standards.
- Taking steps to identify areas of strength and weakness in knowledge and understanding.
- Using strengths to help and support others.
- Taking steps to improve knowledge and understanding in all areas.

PLANNING EFFECTIVELY FOR LEARNING:

- Planning teaching and learning in the long term (annually), medium term (termly) and in the short term (weekly).
- Planning individual learning for those learners identified on the Special Educational Needs and Disabilities Register in line with school policy including completing Individual Education Plans.
- Using previous assessment effectively when planning future learning and planning assessment alongside learning.
- Setting clear learning objectives and success criteria for all lessons.
- Setting challenging targets for all groups of learners and for individuals.

CREATING OPTIMUM LEARNING CONDITIONS WITHIN THE LEARNING ENVIRONMENT:

- Using methods appropriate to the learners being taught.
- Managing behaviour positively and achieving high standards of discipline.
- Using resources effectively.
- Using time well to maximise teaching and learning opportunities.
- Monitoring the Progress of the Learners Closely:
- Using a variety of assessment strategies in line with school policy.
- Assessing progress against targets for individuals and groups.

LEADING STAFF AND MANAGING RESOURCES:

- Involving Teaching Assistants appropriately in all aspects of class work and ensuring that they are adequately briefed about each lesson.
- Ensuring the classroom is adequately and appropriately resourced for each lesson.

CURRICULUM DEVELOPMENT:

- Contribute to the whole school's planning and monitoring activities.
- Evaluating Work and Making Changes.
- Using assessments against targets / objectives to evaluate effectiveness of teaching and learning.
- Using assessments to change planning where necessary.
- Evaluate teaching and learning for pupils and in partnership with colleagues at staff meetings.
- Seeking out and accessing appropriate training and professional development opportunities and both disseminating and using the outcomes to improve teaching and learning.

SAFEGUARDING:

The Regis Academy is committed to the safeguarding and promotion of the welfare of all children and young people in our care. All staff have a key role and responsibility in this area. It is a mandatory requirement that you read the safeguarding policy, attend training as directed and act in accordance with legislation.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

If you are interested in finding out more about this role with The Regis Academy please register your interest at for the open evening by emailing hr@albionfoundation.co.uk by Friday 12th March at 5pm.

Attendees will receive a zoom link the day before the event. Please note there will be a cap on the number of attendees.

Person Specification:

AREA		ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified Teacher status Teaching degree or equivalent (BA, BEd, PGCE etc)	•	
	NASENCO Qualification		•
	Evidence of further educational study or qualification		•
EXPERIENCE	An up to date and working knowledge of the National Curriculum	•	
	Knowledge of appropriate resources and strategies which support outstanding teaching	•	
	Good Knowledge and understanding of learning and teaching at Upper Key Stage 2	•	
	Working Knowledge of assessment	•	
	Excellent subject knowledge	•	
	Excellent classroom management skills	•	
	Knowledge and understanding of The SEND Code of Practice and its practical application	•	
	Knowledge of the statementing process and the evidence needed	•	
	Working with young people exhibiting challenging behaviour	•	
SKILLS	Able to communicate effectively	•	
	Maintain a calm level of professionalism at all times	•	
	An inspirational, committed and highly effective classroom practitioner who is dedicated to achieving the best outcome for each individual child	•	
	Able to work in both a team and independently	•	
	Able to encourage, motivate and enthuse pupils to participate and create a warm positive experience.	•	
	Experience of working with support staff and the coordination of them supporting SEND pupils		•
	Empathise with the difficulties of SEND pupils accessing the curriculum		•
	Advise and motivate staff with SEND initiatives		•
	Ability to develop positive relationships with hard-to-reach young people	•	
	Guide, support and encourage young people in learning to manage their own emotion	•	
	Commitment to raising attainment	•	
	Excellent planning and organisational skills	•	
	Basic IT skills to include Microsoft Office products	•	
	Ability to collate, write reports and measure pupil progress	•	
	Effectively fulfil and be willing to develop further the expectations of Teacher Standards	•	
SCHOOL ETHOS	Fully supportive of the aims & ethos of the school	•	
	Enthusiasm and willingness to contribute to and participate in the wider context of school life	•	
	Commitment to continuing professional development	•	
	Ability to ensure that the school atmosphere is welcoming	•	
	An ability to maintain a high level of communication with parents, staff and children	•	
SAFEGUARDING	Commitment to the safeguarding and protection of children and to the personal development of our pupils	•	
	Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety	•	
	Knowledge of child protection procedures	•	