Severndale
Specialist Academy

JOB DESCRIPTION

Teacher of SEND (TLR Positive Behaviour Support)

Severndale Specialist Academy Vision:

We are committed to demonstrating our school vision of 'Enabling Communication, Independence and Enjoyment for Life' through our chosen school values of Communication, Independence, Wellbeing and Inclusivity. We strive to live these values throughout each school day.

Our children and young people are aged 2 ½ to Post-19 and have a range of learning difficulties. These include moderate, severe, complex and profound learning difficulties, those with autism, complex medical conditions and physical and mobility difficulties. A number of our young people present behaviour that can challenge, arising from their condition; many have communication difficulties.

Purpose of the post:

The main purpose of this post is to both lead the planning and delivery of the schools' behavioural and pastoral 'SHINE group', which provides small group focussed sensory, regulation and social group learning opportunities, and provide coaching support for colleagues to develop their positive behaviour support practice within classes across the academy. This role will involve ongoing and close liaison with parents/carers, colleagues and other professionals and support staff. The successful candidate would be an experienced teacher with an understanding of trauma informed practice and positive behaviour support, enabling them to support pupils and staff members from Foundation through to Post 19.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

Level of Post:

Working in collaboration with the Behaviour Lead, Department Leads, Assistant Principals and ultimately responsible to the Principal.

Duties and Responsibilities:

Teaching and Learning

- Set high expectations which inspire, motivate and challenge pupils.
- Plan and teach well structured, high quality behavioral and pastoral group sessions
- Promote good progress and outcomes by pupils
- Demonstrate good nurture and trauma informed practice
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of intervention planning, targets and evaluation.
- Manage behaviour effectively and positively, to ensure a safe learning environment.

- Fulfill wider professional responsibilities.

Leadership

- Provide clear guidance to Teaching Assistants
- Coach teachers and classroom staff to improve their practice
- Lead by example to model and promote Positive Behaviour Support and Trauma Informed practice across the Academy

Personal and Professional Conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers in professional position.
    - having regard for the need to safeguard pupils' 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 way which exploit. pupils' 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.

Conditions of Service:

To provide for the education and welfare of a designated class/group of pupils in accordance with the requirements of the Conditions of Employment.

Having due regard to the requirements of the National Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the academy.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the principal.