



## SEN Learning Support Teacher

<p>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	
<p><b>Summary of the role:</b></p>	<p>A full-time SEND Teacher with experience is sought to teach pupils aged 3-11. The successful applicant will be a graduate with appropriate teaching qualifications and will join the Learning Support team in the Junior School.</p> <p>The post offers opportunities for the successful candidate to participate fully in the further development of this lively and forward-looking School. S/he must have a clear philosophy of education and must be prepared to offer energy and commitment.</p>
<p><b>Reporting: to:</b></p>	<p>Junior School Head of Learning Support (SENCo)</p>
<p><b>Line management responsibility for:</b></p>	
<p><b>Main Duties and Responsibilities:</b></p>	<ul style="list-style-type: none"> <li>• Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.</li> <li>• To be a SEND Teacher and to teach the curriculum and syllabus laid down by the School, ensuring the school is compliant with relevant aspects of the Equality Act.</li> <li>• To support the Head of Learning Support in upholding and developing the SEND policy of the school.</li> <li>• To maintain high standards of teaching and learning by following the policies and practices of the School, within the agreed guidelines and directives.</li> <li>• To work with Learning Support colleagues and Form Teachers to identify pupils with learning differences and assess strengths and areas for development.</li> <li>• To inspire pupils with a love of learning, to introduce and maintain good learning and working habits, by setting examples and good practices.</li> <li>• To attend to the pastoral care of the pupils.</li> <li>• To ensure that there is excellent communication and partnership between School and Home, with parents kept informed of their child's progress throughout the academic year, including liaising with parents at Parents' Evenings.</li> <li>• To support the Head of Learning Support in <b>i)</b> setting targets for raising achievement among pupils with SEND provision; <b>ii)</b></li> </ul>



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	<p>tracking and monitoring pupils to evaluate the impact of intervention; and <b>iii</b>) to provide support and training for other teachers (e.g. effective teaching approaches in the classroom).</p> <ul style="list-style-type: none"><li>• Plan for and teach a range of pupils across the Junior School as required.</li><li>• Teach a Key Stage 2 maths or English grouping daily</li><li>• To maintain an attractive, stimulating learning environment.</li><li>• To ensure that appropriate assessment and reporting are carried out in accordance with School policies for each pupil at the designated time.</li><li>• Attend SEND department meetings.</li><li>• To carry out a share of supervisory duties in accordance with published rotas.</li><li>• To follow procedures for communicating with the Curriculum Leaders, the Deputy Heads, the Headmaster and others, information concerning pupils whose academic progress gives cause either for concern or celebration.</li><li>• To follow and support the school's Behaviour Management Policy and Code of Conduct</li><li>• To work closely with, and accept guidance from Curriculum Leaders, the Heads of the Key Stages, Head of Learning Support, the Deputy Heads, and the Junior School Headmaster.</li><li>• To know and adhere to the school's Safeguarding Policy and Procedures.</li></ul>
<b>Safeguarding responsibilities</b>	<ul style="list-style-type: none"><li>• Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.</li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• To be a member of a team of Teachers which protects and nurtures the Catholicity of the School in order to promote the spiritual, intellectual, moral, cultural, physical and social development of the pupils.</li><li>• To observe the conventions with regard to dress and decorum enunciated and published by the School.</li><li>• To communicate and liaise with colleagues as required regarding important events, updates, deadlines and matters that may affect the day-to-day running of the school.</li><li>• To assist in the administration of special events as determined by the Headmaster including: Open Days and Parents' Evenings.</li><li>• To assist and support colleagues in presenting co-curricular events, in which the talents or activities of the pupils may be highlighted.</li><li>• To undertake Performance Review (appraisal) process.</li></ul>



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	<ul style="list-style-type: none"> <li>To have regard for personal, professional development and to attend and participate in professional development days which the Headmaster or Deputy Head may advise and/or organise.</li> <li>To participate in in-service training days and identify professional development needs of self and others.</li> <li>To account for all notes and / or communications from parents and see to it that these are given to the Headmaster through established channels.</li> <li>To attend all Staff Meetings called by the Headmaster.</li> <li>To actively co-operate in the development of the School policies by participating in working parties or co-operating with these in their work.</li> </ul>
<b>Co-Curricular Commitment</b>	<ul style="list-style-type: none"> <li>The teacher appointed will be expected to make a full contribution to the co-curricular life of the School. As well as providing a rigorous curriculum the children have many co-curricular opportunities. We feel that these opportunities help to develop confident pupils and personalities where the individuals value themselves and, most importantly, learn to value others and appreciate the importance of adopting a growth mindset.</li> <li>Both the Junior and the Senior Schools are renowned for their care and commitment to personal development and formation.</li> </ul>

You may also be required to undertake such other comparable duties as the Head requires from time to time.

Person Specification			
	<b>Essential</b> <i>These are qualities without which the applicant could not be appointed.</i>	<b>Desirable</b> <i>These are extra qualities which can be used to choose between applicants who meet all the essential criteria.</i>	<b>Method of Assessment</b>
<b>Qualifications</b>	A degree or PCGE qualification	Will preferably hold qualified teacher status  Additional qualifications relating to teaching children with additional learning requirements	<i>Production of the applicant's certificates.</i>  <i>Discussion at interview.</i>  <i>Independent verification of qualifications.</i>



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<p><b>Experience:</b></p>	<p>Able to demonstrate excellent classroom practice for teaching and learning</p>	<p>Specific experience in planning for and delivering tailored support for children requiring Learning Support adjustments</p>	<p><i>Contents of the application form.</i></p> <p><i>Interview.</i></p> <p><i>Professional references.</i></p>
<p><b>Skills</b></p>	<p>Expected to have good interpersonal skills and to command the respect of pupils, colleagues and parents</p>	<p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role.</i></p>	<p><i>Contents of the application form.</i></p> <p><i>Interview.</i></p> <p><i>Professional references.</i></p>
<p><b>Knowledge</b></p>	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i></p>	<p><i>The knowledge that would enable the Applicant to perform effectively in the role.</i></p>	<p><i>Contents of the Application Form.</i></p> <p><i>Interview.</i></p> <p><i>Professional references.</i></p>
<p><b>Personal competencies, qualities, attitude and behaviours</b></p>	<p><i>The personal qualities, attitude, and behaviours that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li><i>-motivation to work with children and young people</i></li> <li><i>-ability to form and maintain appropriate relationships and personal boundaries with children and young people</i></li> <li><i>-emotional resilience in working with challenging behaviours</i></li> <li><i>-positive attitude to use of authority and maintaining discipline</i></li> </ul>	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p>	<p><i>Contents of the Application Form</i></p> <p><i>Interview</i></p> <p><i>Professional references</i></p>