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| SEND Teacher / SENDco Vacancy |
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| **Wheatley Hill Community**  **Primary School** |
| |  | | --- | | **Head Teacher:** *Alan Scarr* | | **Chair Of Governors:** *Jayne Dinsdale* | | **Date:** *March 2020* | | **Appointment:** September 2020 or ASAP | | **Closing Date:** | |

**VACANCIES FOR SEND TEACHERS / SENDCO**

Teaching Pay Range: M1 – UPR (Plus SEND Allowance)

Required from September 2020 (Or ASAP by Arrangement)

The Governing Body of this popular primary school seek to appoint excellent, enthusiastic, creative and motivated SEND Teachers to support our new SEND provision – The Climb Project.

We are looking for highly skilled SEND teachers, who currently hold a SENDco qualification (or are willing to work towards this qualification) to support the leadership of our SEND inclusion school provision. We strongly recommend interested candidates to contact the school for a discussion around these positions and how the future of these roles could develop.

This inclusive SEND provision, named The Climb Project, is dedicated to delivering outstanding inclusive practice through a culture of co-production, experiential learning and growth, where carers and professionals work together to support the holistic development of the child. Therefore, we are seeking to appoint at least one committed and passionate SEND teacher as part of Wheatley Hill Primary School.

This teaching position will be to work within one of our Base Classrooms. You will be contributing to and participating in the team working ethos of the provision whilst maintaining its core values by:

• Currently holding the SENDco Qualification or be willing to work towards this qualification to lead part of our specialist SEND provision;

• Planning and delivering the teaching programme for all pupils within the class in relation to the National Curriculum, providing clear structures for learning activities and for sequences which both motivate and challenge;

• Setting clear academic and therapeutic targets, working closely with other professionals;

• Setting appropriate and demanding expectations;

• Making effective use of a variety of SEND assessment information on pupils’ progress;

• Maintaining good order and discipline in accordance with the school’s procedures and individual pupil needs;

• Contributing to the whole school’s planning activities and operating at all times within the stated policies and practices.

There will be the opportunity as the provision grows for promotion and leadership opportunities. We are looking for people who have Qualified Teacher Status as well as a Degree or relevant qualification and experience. The successful candidate must have a demonstrable understanding of SEND support strategies (i.e. TEACCH, Makaton, Pecs, Colourful Semantics) as well as knowledge of the current national frameworks and developments in SEND. It is essential that the successful candidate has experience of working with children with SEND.

Wheatley Hill Primary is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check. Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence. Visits for discussion with the headteacher and to see SEND provision at Wheatley Hill are strongly encouraged and can be arranged by appointment with the school office.

For further information about this post please contact the Headteacher, Mr Scarr.

Completed application and safeguarding forms are returnable to the school. If you wish to email your application send it to [wheatleyhill@durhamlearning.net](mailto:wheatleyhill@durhamlearning.net)   
  
Closing date: Thursday 7th May  
Interviews: TBC – possibly by Skype or other remote meeting method

The Governing Body is committed to safeguarding and promoting the welfare of children. Any offer of employment will be subject to receipt of a satisfactory DBS check.  
Durham County Council is an Equal Opportunities Employer. We want to develop a more diverse workforce and we positively welcome applications from all sections of the community.   
  
Applicants with disabilities will be invited for interview if the essential job criteria are met.  
  
Where our roles are customer facing and you are required to speak to members of the public, the ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.  
  
This post is not open to job share.

**JOB DESCRIPTION – Teacher M1 – UPR (plus SEND Allowance)**

To teach children with a range of special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you.

To contribute and participate in the team working ethos of the school and to maintain the positive ethos and core values of the school, both inside and outside of the classroom.

**SEND DEVELOPMENT**

•Work with the DHT to maintain and develop teaching across the SEND Provision.

•With the DHT, develop plans which identify clear targets and success criteria for excellence in SEND.

•Contribute to the whole school’s INSET evaluation, monitoring, moderation and planning activities.

•Monitor the impact of agreed actions for teaching development on a half termly basis with the HT and DHT.

•Feedback to phase meetings regularly and SLT meetings as appropriate.

•To support the review of curriculum policy appropriate to SEND.

**PLANNING, TEACHING AND CLASS MANAGEMENT**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

•Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through differentiation of tasks.

•Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge for pupils with varying needs.

•Setting tasks which challenge pupils and ensure high levels of interest.

•Setting clear academic and therapeutic targets, building on prior attainment.

•Making effective use of assessment information on pupils’ attainment and progress in planning future lessons.

•Maintaining good order and discipline in accordance with the school’s procedures and encouraging good practice with regard to punctuality, behavior, standards of work and collaboration.

•Using a variety of teaching pedagogy and approaches to keep all pupils engaged; match approach to content, structure information, present a set of key ideas and use appropriate vocabulary; and use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.

•Evaluate own teaching critically to improve effectiveness.

•Ensure the effective and efficient deployment of classroom support.

•Encourage pupils to develop independence, concentration and perseverance.

•Provide an organized and stimulating classroom environment, where resources can be accessed appropriately by all pupils.

**MONITORING, ASSESSMENT, RECORDING, REPORTING**

•Assess how well learning objectives have been achieved and use this to personalise teaching for individuals.

•Provide constructive feedback to children (as appropriate) and their parents/carers and set targets for future progress.

•Assess and record pupil progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses in order to recognise the level at which the pupil is achieving.

•Prepare and present informative reports on the development, progress and attainment of pupils to the HT and/or parents as required.

•Work with other professionals to develop appropriate targets for pupils’ therapeutic and social/emotional development.

**CURRICULUM DEVELOPMENT**

•Share or lead responsibility for a subject or aspect of the school’s work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

•Contribute to the whole school’s planning activities.

OTHER PROFESSIONAL REQUIREMENTS

•Have a working knowledge of teachers' professional duties and legal liabilities.

•Operate at all times within the stated policies and practices of Wheatley Hill Primary.

•Know subject(s) or specialism(s) to enable effective teaching.

•Establish effective working relationships and set a good example through their presentation and personal and professional conduct.

•Endeavour to give every child the opportunity to reach their potential and meet high expectations.

•Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.

•Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

•Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools.

•Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.

•Take responsibility for own professional development and duties in relation to school policies and practices.

•Liaise effectively with parents, governors and specialists from outside agencies.

•Participate in the performance management system for the appraisal of their own performance, or that of other members of their staff team.

•To set a good example in terms of dress, punctuality and attendance.

Important: In the first instance, applications are assessed against the following criteria: \*overall presentation \*use of standard English \*grammatical accuracy. Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

**PERSON SPECIFICATION - Teacher M1 – UPR (plus SEND Allowance)**

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| **Category** | **Essential** | **Desirable** | **Evidence** |
| **APPLICATION** | * Completed application form (supporting letter to be no longer than 750 words) * Fully supported in reference |  | Application Form |
| **QUALIFICATIONS** | Degree or relevant qualification and experience  Qualified Teacher Status | * Positive handling trained or a willingness to undertake it * Any further SEND qualifications – SALT, SENSORY, REBOUND, MAKATON | Application Form  References  Certificates |
| **EXPERIENCE** | * Experience of working with young children * Experience of effectively supporting teaching and learning * Experience of planning and evaluating learning activities * Involved in planning programmes of learning for individuals, groups and whole class * Experience of assessment and recording assessments * Experience of working successfully and co-operatively as a member of a team * Experience of supporting SEND pupils * Experience of record keeping systems and accurately updating information | * Experience of supporting pupils with SEND * Experience of working with pupils with challenging behaviour needs * Experience of Visual timetables, TEACCH, ASC Support systems * Experience of dealing with the general public * Experience of working in a school environment in more than one key stage | Application Form  References  Interview |
| **SKILLS AND KNOWLEDGE** | * Ability to relate well with children and adults * Ability to work independently with individual children, small groups of children and whole class * Ability to use initiative when required * Ability to work as a member of a team * A willingness to work co-operatively with a wide range of professionals * Good communication skills – written and verbal * Use ICT effectively to support teaching and learning * Excellent organisational skills * Excellent communication and interpersonal skills * Ability to plan and prioritise workload and meet deadlines * Ability to collate data * Ability to communicate effectively both verbally and in writing * Demonstrating an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English. * Ability to build and sustain effective working relationships with a wide variety of people e.g. .staff, pupils/children, Governors, parents and the wider community * Ability to share good practice * Ability to meet the learning needs of pupils | * An understanding of the current EYFS, KS1 National Curriculum frameworks and SEND assessment tools such as PIVATS, B Squared * Ability to work within the LA and School’s policies and guidelines * Working knowledge of foundation, national curriculum key stages and government strategies * To be able to provide advice, guidance and information to various audiences * Knowledge of the SEND Code of Practice * Knowledge of effective learning strategies for SEND children aimed at improving behaviour and participation | Application Form  Reference  Interview |
| **PERSONAL QUALITIES** | * Sensitive to the needs of children and their parents/carers * Ability to work as part of a team * Calm and positive approach * Committed to professional development * Ability to use own initiative * Ability to work under pressure * Ability to be flexible and adaptable * Be committed to attending any training courses relevant to the post, ensuring continuing personal and professional development. * Be a good role model to pupils in speech, dress, behaviour and attitude. * Ability to support our school ethos * Ability to demonstrate enthusiasm and sensitivity whist working with a SEND pupil | * Evidence of commitment to continuous professional development | Application Form  Reference  Interview |