Job description

Job title:	SEN Teacher
Responsible to:	Head of Learning
Responsible for:	N/A
Location:	Lift Columbus

Overview of the role:

The role of the Teacher is critical in delivering a broad and balanced curriculum, facilitating a positive learning environment where all students feel supported and encouraged to reach their full potential. They design engaging lessons, assess student progress and provide constructive feedback to raise standards of student attainment. Additionally, teachers collaborate with other teaching staff, pastoral staff and parents to support the personal development of students, addressing their individual needs and promoting inclusivity.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Responsibilities:

Teaching and learning

- Identify clear learning objectives, content, lesson structures and sequences, in order to plan and deliver engaging lessons to students with the appropriate amount of constructive challenge.
- Set appropriate and demanding targets for students' learning, building on prior attainment and considering each student's need, including those with SEND.
- Adapt teaching style and the curriculum to meet the needs of all students within the subject, including SEND, high ability and EAL, identifying potential misconceptions and areas of productive struggle, responding to gaps and areas of development in students' work.
- Use teaching strategies that engage students and enable them to master conceptual understanding, including stimulating students' intellectual curiosity and effective questioning and response.
- Understand and have knowledge of curriculum content to contribute to engaging curriculum design, developing schemes of work and suitable assessments for each learning cycle.
- Promote high standards of literacy, oracy and the correct use of standard English.
- Set homework to consolidate and extend the knowledge and understanding students have acquired.

Assessment and feedback

- Give students regular verbal and written feedback to respond to, guiding them to reflect on their progress and planning re-teaching where needed to address misconceptions and close gaps.
- Review student work and identify strengths and gaps to inform future lesson planning and teaching.
- Use formative and summative assessment to secure students' progress.
- Maintain student records of attainment, progress, and homework.
- Evaluate students' target and performance data and analyse students' progress towards these targets.

Culture and behaviour

- Build a positive inclusive learning environment by implementing clear routines for classroom behaviour, promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy.
- Set high expectations for students' behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Undertake duties before and after lessons and during break times to ensure positive student behaviour across the whole academy.

Communication and collaboration

- Develop effective professional relationships with colleagues, drawing on subject specialist support when required.
- Communicate any academic concerns about students to line-manager and raise pastoral concerns to the relevant Pastoral Leader.
- Work with any additional adults to support interventions for students with SEND, incorporating guidance provided by the SENDCo and external professionals.
- Deploy support staff effectively, ensuring they have lesson content and learning outcomes in advance.
- Communicate effectively with parents with regard to students' achievements, well-being and behaviour, to ensure that parents are able to support student progress.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:
At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications and experience	
Essential • Qualified Teacher Status (QTS) • Experience teaching pupils with PMLD, SLD and/or ASD • Experience planning and delivering highly differentiated learning programmes • Familiarity with using assessment tools such as MAPP or the Engagement Model	**Desirable** • PGCE. • Evidence of recent professional development related to teaching and learning. • Evidence of working successfully in a school environment.
Knowledge and skills	
Essential • Good IT skills. • An understanding of what an excellent education looks like in the classroom. • An understanding of the strategies needed to establish consistently high expectations. • Experience teaching students with SLD or PMLD, including planning and delivering individual learning programmes • Experience using assessment tools suitable for SLD or PMLD learners, such as MAPP (Mapping and Assessing Personal Progress) or Engagement Model. • An ability to devise, monitor and review individual learning focus targets (related to pupils' EHCPs) so pupils learn and remember what is most important to them.	**Desirable** • Experience as a form tutor. • IT literacy with Google Workspace.
Leadership skills	
Essential • Good communication and interpersonal skills. • Evidence of being, or having the potential to be, an outstanding teacher. • Able to identify own needs and strengths to improve teaching, responding to feedback and advice from colleagues.	**Desirable** • N/A

• An effective and trusted team member, who contributes positively and provides mutual support when needed. • Able to plan and prioritise own workload and manage conflicting demands. • Commitment to own professional development.	

Personal attributes and behaviours	

Essential
• Adaptability to quickly adjust teaching methods to meet the needs of all students.
• Flexibility to be able to handle unexpected situations with professionalism.
• Patience in interactions with a variety of students and situations, with a calm demeanour.
• Responsive to coaching and feedback.
• Empathy to understand the needs and challenges of students and being able to relate to them on a personal level.
• Resilience to manage challenging behaviour or difficult situations with professionalism.
	Desirable
	• Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are:
	  ○ Share ideas early, often and honestly
	  ○ Embrace constructive disagreement
	  ○ Value ideas, not ego
	  ○ Be curious and open to new ideas
	  ○ Focus on facts and reason

Special requirements
• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check. • Right to work in the UK. • Evidence of a commitment to promoting the welfare and safeguarding of children and young people. • Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.