

**Job description: SEMH Teacher/Provision coordination**

**Responsible to:** Assistant Principal for School

**DBS Disclosure level**: Enhanced

**Salary range**: Deaf Academy Teacher Pay Range (standard and higher). SEN point available for qualified Teachers, with another additional SEN point available for qualified Teachers of the Deaf.

**Purpose of the Job**:

1. To take responsibility as Teacher for a small group of learners / individual learners
2. Coordinating timetable to meet individual need, which may include internal and external learning opportunities
3. Managing, communicating and deploying staff effectively and effective liaison with external agencies
4. To assess, plan, deliver and monitor a learning experience which provides students with the opportunity to achieve their individual potential through the delivery of an appropriately broad, balanced, relevant and personalised curriculum
5. To contribute to raising standards of student attainment and behaviour within the School
6. To promote the values and ethos of the organisation through your work

**Key Responsibilities:**

Teacher performance will be assessed against the Teacher standards as part of the appraisal process as relevant to their role in the Academy.

## **Teaching**

* To provide outstanding teaching to create a vibrant and positive learning culture for our young people.
* To effectively baseline, plan, deliver and review students’ progress in learning, following the Academy’s protocols as required.
* Be accountable for the attainment, progress and outcomes of the students you teach and make accurate and productive use of assessment to secure students’ progress.
* Have a clear understanding of the needs of all students, and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Give students regular feedback in ways that they are able to access and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy.
* Demonstrate an understanding of and take responsibility for promoting high levels of BSL within learning.

## **Behaviour and Safety**

* Be a positive role model and demonstrate consistently the attitudes, values and behaviour, which are expected of students.
* Manage classes effectively, and establish a safe, purposeful and stimulating environment for students, using Academy policies to ensure appropriate behaviour management and respectful approach to students learning opportunities.
* Maintain positive relationships with students, exercise appropriate authority, and act decisively when necessary.
* Be responsible for promoting and safeguarding the welfare of children and young people within the Academy, raising any concerns following protocol/procedures.

## **Team working and collaboration**

* Work as a team member, identify opportunities for working with colleagues and sharing the development of effective practice with them.
* Deploy support staff effectively as appropriate, ensuring that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the School including participation in any relevant meetings/professional development opportunities at the academy as required.

## **Fulfil wider professional responsibilities**

* Communicate effectively with parents/carers and with relevant external bodies about students’ achievements and well-being
* Make a positive contribution to the wider life and ethos of the School.

### Administration

* Register the attendance of and supervise learners, before, during school as appropriate.
* Participate in and carry out any administrative and organisational tasks.

#### Professional development

* To be a self- reflective professional, proactively participate with appraisal and supervision; regularly review the effectiveness of your teaching and assessment procedures and its impact on students’ progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
* Take responsibility for your own professional development, participating fully in training and development opportunities identified by the Academy or as developed as an outcome of your appraisal and supervision.

#### Other

* To have professional regard for the values, ethos, policies and practices of the Academy in which you teach, and maintain high standards in your own attendance and punctuality.
* To be responsible for the health and safety of self and others.
* To be responsible for promoting and safeguarding the welfare of children and young adults responsible for (or come into contact with) in accordance with the Academy’s Child Protection Policy & Procedures.

The above list is indicative and not exhaustive. The post holder is expected to carry out all such additional duties as are reasonably commensurate with the role.

I **accept this job description as a definition of the key responsibilities and duties of the post of the SEMH Teacher.**

I appreciate that the above list is not indicative and exhaustive and that additional duties as reasonably commensurate with the role may be required of me.

Signed............................................... Date.........................................

Print name..........................................



**Person Specification: SEMH Teacher**

**Source of Evidence:**

ApF = Application form

In = Interview

PT = Interview Presentation

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| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Evidence source** |
| **QUALIFICATIONS** |  |  |  |
| GCSE pass (Grades A-C) in Maths/English or equivalent | x |  | ApF |
| Degree with Qualified Teacher Status or QTLS, or ECT | x |  | ApF |
| British Sign Language Level 1 to 2 standard | x |  | ApF / In |
| British Sign Language Level 3 (we will support you to achieve this within three years of appointment) |  | x | ApF |
| Qualification in Special Educational Needs (or TOD) |  | x | ApF |
| **EXPERIENCE** |  |  |  |
| Experience of planning and delivering successful teaching in Foundation/KS1 that improves outcomes for learners | x |  | ApF / In |
| Experience of working with children with SEMH (effective support for learners with complex behaviour need or challenging behaviours) | x |  | ApF / In |
| Organising a team of learning support, or provision from other agencies | x |  | ApF / In |
| Experience in working effectively with students with SEND | X |  | ApF / In |
| **KNOWLEDGE, SKILLS AND ATTRIBUTES** |  |  |  |
| Ability to deliver teaching that is consistently good or outstanding | x |  | ApF / In |
| Good knowledge and understanding of effective curriculum delivery for Deaf students with additional learning needs |  | x | ApF / In |
| Able to demonstrate a range of adaptive teaching methods, responsive to need and behaviour | x |  | ApF / In |
| Good knowledge and understanding of effective curriculum delivery for students with SEND | x |  | ApF / In |
| Understanding of how to use assessment to inform effective teaching | x |  | ApF / In |
| Excellent ICT skills and the knowledge and ability to use these to enhance learning | x |  | ApF / In |
| Ability to form and maintain positive, effective and appropriate professional relationships with students | x |  | ApF / In |
| Ability to use positive behaviour management strategies to ensure best outcomes for students. | x |  | ApF / In |
| Ability to work independently, to self-manage and organise both own work and that of support staff. | x |  | ApF / In |
| Ability to analyse and evaluate performance of self and others and make decisions about future improvement. | x |  | In |
| Ability to work collaboratively with colleagues within the academy, parents and other professionals to ensure the best outcomes for students | x |  | In |
| Understanding of equality and safeguarding legislation | x |  | ApF / In |
| **Personal Qualities** |  |  |  |
| Self-motivated with the drive, initiative and a high degree of pro-activity | x |  | In |
| Sense of humour and ability to remain calm, positive and confident in challenging circumstances | x |  | In |
| Excellent interpersonal skills with the ability to inspire trust and confidence in others | x |  | In |
| Commitment to ensuring the Deaf Academy values are exemplified through your work and professional relationships | x |  | In |