

Job Title	<b>Early Years Tutor for Children with Complex Needs</b>
Job Type	Permanent
Pay Grade/scale	Unqualified plus SEN 1
Location	Newbridge Lower School
Responsible to	Head of School

### **Job Purpose**

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document
- Meet the expectations set out in the Teachers’ Standards and SEND Code of Practice
- Implement the Trust ethos, policies and objective and deliver the ASTRUM school curriculums

### **Duties and Responsibilities**

#### **Teaching**

- Plan and teach well-structured learning to assigned classes of pupils with complex needs, following the school’s plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Ensure that the requirements of the EYFS Framework and school’s EYFS/Key Stage 1 curriculum are met, including arrangements for record keeping, assessment and moderation
- Adapt teaching to respond to the strengths and needs of individual pupils ensuring that individualised programmes/resources/specialist equipment are in place for all pupils
- To support individual pupil’s needs with a range of specialist teaching and learning strategies (such as TEACCH, use of AAC – including Makaton, Sensory Integration, Intensive Interaction and Multi-sensory Learning & Play), ensuring that teaching and learning is engaging, motivating, differentiated and person-centred
- To establish and maintain a Total Communication Environment including the use of a variety of alternative methods of communication for pupils throughout the school day
- Set high expectations which inspire, motivate and challenge pupils
- To promote nurturing relationships between pupils, their peers and staff to support emotional resilience and create a secure learning environment where learning risks and independence are actively encouraged
- To manage and implement the ‘Key Person’ approach within their class team
- Promote excellent progress and outcomes by pupils in relation to educational targets and EHCP outcomes
- Demonstrate excellent subject and curriculum knowledge
- To provide pupils with access to stimulating environments, including regular use of specialist learning areas across the school, for example, Sensory/Immersive Room, Soft-Play Room, Multi-Sensory Garden, Hydrotherapy Pool, Food Technology Room, etc.
- Ensuring pupils have learning opportunities to generalise skills in the community, in adherence with the educational visits policy
- Participate in arrangements for preparing pupils for statutory assessments in relation to EYFS and Key Stage 1

- Work with other staff to plan and provide for a creative, stimulating and quality curriculum for all pupils which supports a range of learning styles and helps to develop pupil's independence
- To establish and maintain positive working relationships by line managing and working in partnership with learning support assistants and midday staff; directing and supporting their duties, preparing their work timetables and ensuring that they have appropriate understanding of pupil needs and of the teaching programmes and methods in place.
- To undertake other reasonable duties as may be directed by the Headteacher

#### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the Trust's values and vision
- Work alongside the school leadership team to work towards priorities identified in the whole school development plan
- Make a positive contribution to the wider life and ethos of the school
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach as directed by the Senior Leadership Team of the school

#### **Health, safety and wellbeing**

- To have shared responsibility for the safeguarding and well-being of pupils in the class group and refer to the Designated Safeguarding Lead in matters of concern
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- To organise and maintain classroom resources and equipment, keeping an up to date inventory in accordance with school requirements
- Promote pupil well-being and positive behaviour at all times in line with school policy and practice.

#### **Professional development**

- Actively contribute in the school's appraisal procedures and take responsibility for own professional learning
- Engage in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others, sharing good practice and knowledge
- To keep abreast of current policies and research to inform and develop teaching practice

#### **Communication**

- Work in partnership with parents/carers, ensuring that they are fully involved in their child's learning and development and well-informed about the curriculum, their child's individual targets, progress and achievement. Encourage and welcome parental contact and endeavour to ensure that such relationships are supportive, informative and helpful
- To ensure all communications are considered and sensitive to the pupil's, families and colleague's needs, demonstrating awareness of the school community
- To prepare for, attend and follow up any actions related to meetings which are required in relation to individual pupils and wider school initiatives, demonstrating professionalism and upholding the reputation of the Trust

#### **Working with colleagues and other relevant professionals**

- Develop effective professional relationships with colleagues

- Collaborate and work with colleagues including a team multi-disciplinary of professionals and medical/therapeutic staff and implement therapeutic programmes following advice and training

**Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Management of staff and resources**

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them and manage small school/class budgets
- Oversee a whole school curriculum/subject area at the discretion of the Senior Leadership Team

**Person specification**

Criteria	Qualities
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• To hold or be working towards a full and relevant Level 5 childcare qualification</li> <li>• (Desirable) Degree or equivalent in a relevant subject (e.g. EYFS, Child Development, etc.)</li> <li>• Early Years/SEN practice experience or a desire to teach in the SEN sector (or a willingness to engage in gaining this when in post)</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate a current knowledge of the Early Years Foundation Stage and Framework, early years practice and its implications for pupils with disabilities and learning difficulties (or a willingness to engage in updating this when in post)</li> <li>• A secure knowledge of the Early Years Foundation Stage Framework and/or National Curriculum and the implications for pupils with disabilities and learning difficulties</li> <li>• Have knowledge and understanding of the SEND Code of Practice and needs and priorities in the education of pupils with a wide range of special educational needs</li> <li>• A good understanding of how children learn and develop</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Be able to demonstrate a commitment to meeting the needs of</li> </ul>

	pupils with multi-sensory impairments, who may present associated behaviour
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Have high aspirations for all pupils, staff and self</li> <li>• Demonstrate high levels of professionalism in line with the school’s Code of Conduct and core values at all times</li> <li>• Be self-motivated, resilient and flexible</li> <li>• Be an innovative, creative thinker who has a growth mind-set and is able to inspire others to do the same</li> <li>• Be committed to self-reflection and your own professional development with a passion for acquiring new skills and knowledge</li> <li>• Be an excellent team member and leader, encouraging an atmosphere of cooperation and respect</li> <li>• Have enthusiasm, integrity, energy, sense of humour and fun</li> <li>• Ability to work under pressure and prioritise effectively</li> </ul>

**Responsibilities for all staff**

- Promote the vision, and contribute to the overall aims and values of the school and trust and in so doing, support its leadership.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be responsible for ensuring that personal and sensitive data processed within the school and trust is treated with confidentiality and kept secure and in line with Data Protection guidance including General Data Protection Regulations.
- Be aware of and support difference and ensure equal opportunities for all. To demonstrate an understanding of and a commitment to equal opportunities and diversity and to the standards of customer care.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Promote and ensure own health and safety, as well as that of colleagues, pupils and the public (in accordance with appropriate health and safety legislation) at all times. All employees should co-operate with leadership, follow established systems of work, use protective equipment where necessary and report defects and hazards in the appropriate way.
- Duties and responsibilities of the post may change over time as requirements and circumstances change.

**Other Requirements**

- You must have an up-to-date Enhanced DBS Disclosure which the trust will apply for, on your behalf, if you are appointed to the role
- Present a positive, professional and friendly disposition and personal image contributing to a welcoming school environment which supports equal opportunities for all

- The trust is committed to Safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment
- All employees are expected to comply with the Code of Conduct for Employees, School policies, their conditions of service, and appropriate legislation

**Notes:**

- This job description may be amended at any time in consultation with the postholder