



Job Description & Person Specification

for

SEN CLASS TEACHER

Accountable To:

Head Teacher, School Proprietor, Directors

Line Manager:

Head Teacher

Hours of Work:

40 Hours per Week, Term Time

PRIMARY TASK

Organisational Primary Task

“We work with children who have been seriously traumatised by early environmental failure to such an extent that their corresponding behaviour is unmanageable in ordinary homes and schools. The task is to provide a highly supervised and planned environment that integrates residential care and education and is underpinned by a rigorous therapeutic model and understanding. The aim is to help children understand the impact of their pasts and corresponding behaviours and feelings. Enabling them to manage healthy relationships, through which they can achieve the trust and self-esteem essential for their eventual reintegration into the community.”

MAIN DUTIES

General

- To fully engage in the primary task and its inherent values and attitudes through developing a therapeutic model of teaching and learning and working cooperatively with colleagues
- To support the Headteacher and Deputy Head to ensure that the school is managed in accordance with good psychoanalytic and group relation therapeutic principles of education and practice
- To support the Headteacher to ensure the school is managed and run in accordance with the Education Act and Ofsted requirements
- To plan, facilitate and chair, relevant class meetings
- To lead, with support, specific aspects of the school development and improvement plan
- To attend school meetings and regular ongoing Supervision
- Lead the class team to ensure collaborative working for the benefit of the pupils
- To ensure the classroom is adequately and safely staffed and to oversee and support the SEN Teacher Assistants allocated to the class group
- To hold regular Line Management Supervisions with staff
- To work with both families/carers and the wider professional team within Amicus to provide essential and appropriate boundaries for the children
- To be responsible for the developing and the implementation of, the children’s educational planning, assessments and therapeutic programmes/therapeutic school days and the practical application of these in the children’s education and care
- To liaise with the Social Workers, Link Workers/ residential staff and families/carers and any other involved professionals in aspects concerning the children’s education.
- To work alongside colleagues in a professional manner as well as outside consultants.

- To contribute to the planning of the children's Statutory/ EHCP Annual Reviews and PEPs. Including all necessary planning of the day itself and all Amicus educational reports.
- To be committed to an understanding of psychoanalytic theory, its application in the underpinning of the children's education, care and treatment and the staff team's practice and care of children.
- To at times be involved in the interviewing and selection of educational staff within the school.
- Contribute to a high standard of internal staff communication and recording through regularly checking and completing the necessary logs, message book and diary.
- To participate in the internal staff training programme and to demonstrate a commitment to personal and professional development through training.

Quality of Teaching, Learning & Achievement

- Plan and prepare lessons and schemes of work in accordance with school policy, ensuring a variety of learning opportunities for the development of key skills
- To plan and deliver a model of therapeutic teaching and learning which supports and engages pupils and enables them to develop; socially, emotionally. Intellectually, physically and raise their self-esteem.
- Prepare, implement and monitor interim EHCPs for pupils in accordance with school policy
- To deliver an appropriate curriculum for pupils with diverse needs, which meets the requirements of the National Curriculum and other statutory requirements.
- To actively contribute to the development of schemes of work/ year plans that motivate and excite children and provide a range of activities which enable them to develop and extend their range of skills both in home and outside.
- To develop an evidence base of achievement and attainment for each student in the class group across the curriculum, maintaining individual records of student's experiences and achievements in the lessons taught by you and use data to inform future planning
- To keep up to date of current educational research, developments, and guidance from the Department for Education, Ofsted and the Amicus Management Team.
- To evaluate evidence and track the attainment and progress of students and raise levels of achievement. Personal Development, Behaviour & Welfare

Personal Development, Behaviour & Welfare

- To assess and review risks and write up Risk Assessments.
- To be aware of child protection and safeguarding procedures and implement this in practice and ensure the safety and wellbeing of the children.
- To be aware and constantly gain knowledge on child protection and safeguarding issues and legislation.
- To oversee the relevant paperwork for the behaviour management and physical interventions under the guidance and direction of the Headteacher, Deputy Head and Team Teach Tutors.
- To set ground rules for good behaviour management and support children in developing their ability to manage themselves.
- To have high expectations of all children and support them in raising their achievement through quality teaching.
- To ensure equality of opportunity.

Resource Management

- To design, plan and equip the classroom environment to motivate and stimulate children under the guidance of the Headteacher
- To assist in resourcing and management of the classroom area of responsibility, including resources are used effectively and safely

PERSON SPECIFICATION

Specification	Essential	Desirable
Qualifications	<p>Educated to degree level with relevant teaching degree/ qualification</p> <p>Qualified Teacher Status (QTS)</p> <p>Evidence of recent and appropriate professional development</p>	<p>Advanced training in areas related to: Psychology, child development, psychodynamic theory, attachment theory, group dynamics.</p>

<p>Experience</p>	<p>Experience of educating children with severe emotional and behavioural difficulties.</p> <p>Experience of working with challenging behaviour.</p> <p>Demonstrable experience of teaching and leading learning in the primary classroom</p> <p>Exemplary classroom practitioner with commitment to developing children’s potential.</p> <p>Experience of national strategies and their impact on teaching and learning.</p> <p>Experience of working with Teaching/ Learning support assistants and other support staff</p> <p>Experience of evidencing, tracking and raising student’s progress</p>	<p>Previous teaching experience in mainstream or specialist provision</p> <p>Supervisory experience.</p> <p>Able to demonstrate knowledge of integrating psychoanalytic principles and theory into practice.</p> <p>Experience of Team Teach, including debriefing and supporting staff teams</p> <p>Recent experience of Ofsted inspections</p> <p>Experience of working with Governors, Local Authorities and other key stakeholders</p>
<p>Knowledge</p>	<p>An understanding of the role of monitoring to improve the quality of teaching and learning.</p> <p>An understanding of assessment in its broadest sense and how it may be used to measure children’s learning and progress.</p> <p>Willingness to undertake training to expand knowledge in relevant areas (e.g. legislations, working to psychoanalytic and group relations principals).</p> <p>Able to demonstrate good knowledge of equal opportunities and anti-discriminatory practice.</p> <p>Knowledge of educational statutory legislation and guidance (such as KCSIE and Independent School Standards)</p> <p>Familiar with all aspects of confidentiality.</p> <p>Able to demonstrate excellent knowledge of child protection and safeguarding.</p> <p>Knowledge of the support and understanding needed by vulnerable children and young</p>	<p>Knowledge of the support and understanding needed by vulnerable children and young people.</p> <p>Knowledge of latest advice and guidance from Ofsted and the DfE</p> <p>Able to demonstrate knowledge of Independent School Standards.</p>

	people.	
Skills	<p>Leadership and organisational skills and an ability to lead by example.</p> <p>Able to work within a team and on own initiative.</p> <p>Able to work effectively and calmly within stressful situations.</p> <p>Good organisational skills</p> <p>Able to communicate effectively with young people in a residential/educational environment whilst maintaining appropriate boundaries and sense of relationships often under extreme provocation.</p> <p>Able to communicate effectively with students, parents, carers and other professionals</p> <p>Able to think creatively.</p> <p>Able to demonstrate ability for self-reflection and understanding.</p> <p>Ability to manage time effectively and work to deadlines.</p> <p>Able to maintain firm personnel and professional boundaries.</p> <p>Able to physically restrain (with appropriate training) children where necessary.</p> <p>Able to negotiate and compromise.</p> <p>Confident use of ICT</p> <p>An ability to respond flexibly to changing circumstances.</p> <p>Experience of tracking student's progress and raising their achievement.</p>	<p>Able to demonstrate skills or an interest in activities relevant to post – e.g. arts and crafts, sporting and outdoor activities.</p> <p>Able to facilitate meetings.</p>

Personal Characteristics	<p>To be able to demonstrate the ability to 'cope' with emotionally challenging situations and to act appropriately under pressure.</p> <p>A sense of humour, positive attitude and resilience.</p>	<p>Willingness to attend own psychotherapy.</p>
Additional Requirements	<p>To be able to comply with all data protection (GDPR) and safer recruitment requirements.</p> <p>Full clean drivers licence</p> <p>Commitment to the ethos and values of the organisation</p>	<p>Able to wo overtime if required.</p>

All employees are also expected to follow and work towards the Therapeutic Practitioner Competencies Framework within their role. (A copy of this document is supplied within the application pack)

The Amicus Community provides regular support and supervision as well as work related training and development opportunities.

The Amicus Community

PO Box 79, Arundel, West Sussex BN18 9XA

T: 01243 544107

E: info@theamicuscommunity.com

W: www.theamicuscommunity.com