**Job Description**

Title of Post: **SEND Teacher (Level 2 Vocational Studies)**

Responsible to: SENDCO and Vocational Studies Coordinator

Purpose

To work as a teacher, and as part of a highly dedicated, experienced, successful and professional team creating learning opportunities for students. The primary focus will be to work with students in Years 7 to 13

To provide SEND Teacher support on the girls site (2.5 days a week), working with a range of students in years 7 to 13, with autism, global developmental disorder, ADHD and Dyslexia)

To lead on the teaching of two courses (2.5 days a week) on the boys and girls sites (training will be given if required):

* Level 2 in Events Operation course (wjec.co.uk)
* Level 2 award in Financial Education (libf.ac.uk).

[https://www.libf.ac.uk/study/financial-education/qualifications/award-in-financial-education-(aife)](https://www.libf.ac.uk/study/financial-education/qualifications/award-in-financial-education-%28aife%29)

<https://www.wjec.co.uk/qualifications/event-operations-level-1-2/#tab_overview>

To support the teaching of Functional Skills in English and Maths

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills.html>

* Have the patience to work with students that may present with both educational and behavioural difficulties e.g. Dyslexia, Autism, and ADHD
* Knowledge and understanding of the challenges/barriers faced by the above types of students
* Awareness of the educational-motivational barriers students face
* Have experience of working with older students, maybe in a further educational setting

Duties and responsibilities

* Organise and manage an appropriate learning environment
* To plan challenging teaching and learning objectives
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Provide objective and accurate feedback and reports to colleagues, parents and students
* Record progress and achievement in lessons/activities systematically and provide evidence of the range and level of progress and attainment
* Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence
* Support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
* Use detailed knowledge and specialist skills to support and progress students’ learning
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Promote the inclusion and acceptance of all students within the classroom
* Support students consistently whilst recognising and responding to their individual needs
* Encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognise and reward achievement and self-reliance
* Provide feedback to students in relation to progress and achievement
* Deliver learning activities to students, adjusting activities according to student responses/needs
* Use ICT effectively to support learning activities and develop students’ competence and independence in its use
* Select and prepare resources necessary to deliver learning activities, taking account of students’ interests and language and cultural backgrounds
* Support for the School and its ethos
* Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with your subject leader, to support achievement and progress of students
* Take personal responsibility to promote and safeguard the welfare of all children and young people in the school community.

*The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.*