

**Lindon Bennett School**

Hanworth

Middlesex

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Headteacher Clare Longhurst

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[www.lindonbennettschool.co.uk](http://www.lindonbennettschool.co.uk)

**Early Years SEN Teacher**

**Class Teachers required from September 2018**

**MPS (including Outer London allowance)**

**plus SEN allowance dependent on experience**

Lindon Bennett School is a special school for children aged 3 – 11with severe and profound learning difficulties including those with an additional diagnosis of autism.

It is an expanding school providing an exciting, innovative and personalised curriculum for all pupils. Our school is located on two sites, each with specialist support and facilities, appropriate to the age of the pupils. To meet the individual needs of our pupils, classes are small and teaching staff work closely alongside support staff.

Due to the expansion of our Early Years Department, we are looking to appoint a highly motivated, committed and enthusiastic teacher, with a real passion for developing the early year’s curriculum and adapting the early year’s environment to meet the varied and complex learning needs of our pupils.

Teachers with special school or mainstream experience are welcome to apply, as are both NQTs and OTTs.

The school and the London Borough of Hounslow are committed to safeguarding and promoting the welfare and wellbeing of all children. Successful applications will be subject to an enhanced DBS disclosure.

For an application pack and further details please either visit the school website or contact the Headteacher’s PA at the above address or by email.

Visits to the school are both welcome and expected*.*

**Closing date: 30th April 2018**

**Interviews will take place on:**



**Lindon Bennett School**

**Class Teacher – Job Description**

**MPS + SEN allowance**

Please also refer to Teachers’ Standards May 2012. Duties and responsibilities reflect those in the School Teachers’ Pay and Conditions Document, 2012.

**PUPIL ACHIEVEMENT**

* Plan, prepare and teach lessons in line with the school’s curriculum policy and practice and taking into consideration all the needs of the pupils
* Identify and record pupils’ progress through an individual education plan linked to the pupil’s Education, Health Care Plan or Statement of Educational Need / issued by the Local Authority
* Set personalised targets for each pupil and ensure that the pupil is provided with the best opportunities to achieve the targets set.
* Maintain a focus, through personalised learning, on individual pupil progress in order to maximise all learners’ capacity to learn, achieve and participate
* Maintain a range of evidence for pupil progress and achievement
* Review pupil progress at least annually through reporting to parents/carers in the annual review of EHCP/Statement meeting
* Assess pupils’ achievement in line with the school’s policies and practice
* Record pupils’ achievements and standards in line with the school’s policies and practice
* Report (orally and in writing) on pupil progress in line with the school’s policies and practice
* Report (orally and in writing) on pupils’ personal and social needs in line with the school’s policies and practice
* Manage, assess, record and report on pupils’ communication needs
* Manage, assess, record and report on pupils’ behaviour
* Manage, assess, record and report on pupils’ attendance and punctuality
* Maintain among pupils good order and behaviour, self-discipline and proper regard for authority
* Safeguard pupils’ health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
* Co-ordinate or manage the work of other staff within the class team

**PUPIL PERSONAL DEVELOPMENT, HEALTH AND SAFETY**

* Actively promote pupils’ physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by them to society; their social and economic well-being
* Record and report any safeguarding issues immediately in line with the school’s policies and practice
* Record and report any accidents and incidents in line with the school’s policies and practice
* Record and report any concerns about the pupils’ welfare
* Ensure that the pupils and staff are kept safe and healthy in line with current legislation as set out in the school’s policies
* Ensure that the pupils’ personal needs are met, including liaising with medical and therapy professionals
* Promote the personal development and well-being of pupils and groups in line with the school’s policies on equality
* Communicate and consult with parents and carers including those for whom English is an additional language
* Communicate and consult with professionals supporting pupils and their families
* Participate in meetings arranged for any of the purposes described above including Child in Need meetings and involvement in the Common Assessment Framework
* Closely monitor and ensure the progress of children who are looked-after in public care including through the Personal Education Plan

**TRAINING AND PROFESSIONAL DEVELOPMENT**

* Participate in induction training on joining the school
* Participate in Level 1 safeguarding training, risk assessment training, fire safety training, medical training, behaviour management training, communication training and regular updates of this training
* Participate in performance management arrangements including reviewing from time to time methods of teaching and programmes of work
* Participate in arrangements for further training and continuous professional development as a teacher including undertaking training and professional development which aim to meet the needs identified in appraisal objectives or in appraisal statements
* In the case of a newly-qualified teacher or a teacher serving an induction period, participate in arrangements for supervision and training
* Advise and co-operate with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

**OTHER DUTIES AND INFORMATION**

* Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
* Participate in arrangements for assessing pupils as required by the local authority
* Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
* Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school
* Attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
* A teacher is not required routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher’s professional skills and judgment.
* A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the head teacher
* A teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work
* Time spent in travelling to or from the place of work shall not count against the 1265 hours
* A teacher shall, in addition to the requirements set out in paragraphs 64.2 and 64.3, work such reasonable additional hours as may be needed to enable them to discharge effectively there professional duties. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer
* Teachers are rarely required to cover absent colleagues
* Each teacher is entitled to not less than 10% of their timetabled teaching time to be taken as planning, preparation and assessment time.

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| Class Teacher - Person Specification | Shortlisting | Interview | Tasks |
| Key Criteria (*Those in bold are essential*) |
| **Knowledge, Skills and Attributes**Candidates/Employees should: |  |  |  |
| 1 | Have DfE Qualified Teacher Status or be an OTT |  |  |  |
| 2 | Possess recognised, relevant qualifications relating to the post for which they are applying or to which they are appointed |  |  |  |
| 3 | Have knowledge and experience of the curriculum and of good Early Years special needs practice |  |  |  |
| 4 | Support the aims and ethos of the school |  |  |  |
| 5 | Have understanding of and proven commitment to equality of opportunity |  |  |  |
| 7 | Have evidence of outstanding teaching ability including use of assessment |  |  |  |
| 8 | Be able to demonstrate knowledge of effective best practice teaching and learning strategies in relation to pupils with a range of special educational needs |  |  |  |
| 9 | Have knowledge of communication systems eg sign supported language, objects of reference, on-body signing, PECs |  |  |  |
| 10 | Have evidence of Continuing Professional Development |  |  |  |
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|  Experience and abilities Candidates/Employees should |  |  |  |
| 11 | Demonstrate evidence of successful professional (teaching) practice |  |  |  |
| 12 | Demonstrate a sound understanding of assessment  |  |  |  |
| 13 | Demonstrate an understanding of children’s development and the ability to recognise and respond to the individuality of children in their care |  |  |  |
| 14 | Demonstrate knowledge and experience of curriculum planning, with particular regard to the phase being applied for, or in which the employee is deployed, at any time |  |  |  |
| 15 | Demonstrate a willingness to work across the primary age range and ability range |  |  |  |
| 16 | Demonstrate an awareness of national trends and developments |  |  |  |
| 17 | Demonstrate an understanding of modern teaching techniques  |  |  |  |
| 18 | Demonstrate evidence of high expectations of pupils and staff |  |  |  |
| 19 | Demonstrate an understanding of working in an urban, culturally diverse school |  |  |  |
| 20 | Demonstrate clear and balanced views about pupil welfare and discipline |  |  |  |
| 21 | Demonstrate a commitment to the integration of children with special educational needs and disabilities into society |  |  |  |
| 22 | Demonstrate evidence of commitment to personal and professional development |  |  |  |
| 23 | Demonstrate commitment to the involvement of parents in their children’s learning |  |  |  |
| 24 | Have experience of working in a range of special and/or mainstream settings |  |  |  |
| 25 | Have a proven ability to lead, manage, direct and support a class team |  |  |  |
| 26 | Have evidence of working with a multi-professional team |  |  |  |
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| Leadership SkillsCandidates/Employees should: |  |  |  |
| 27 | Demonstrate an awareness of the process of inspection, monitoring and observation and how these processes contribute to the overall evaluation of a school |  |  |  |
| 28 | Demonstrate an understanding of the role of Governors |  |  |  |
| 29 | Demonstrate a willingness to lead – lessons, external visits, meetings, colleagues, meetings etc |  |  |  |
| 30 | Demonstrate an understanding of how best to support and develop other adults |  |  |  |
|  |
| Personal QualitiesCandidates/Employees should; |  |  |  |
| 31 | Demonstrate a commitment to the job beyond the basic demands of the post |  |  |  |
| 32 | Possess well developed interpersonal skills and the ability to develop and maintain good relationships with pupils, staff and parents |  |  |  |
| 33 | Demonstrate personal and professional integrity |  |  |  |
| 34 | Possess the ability to work under pressure whilst maintaining a cheerful disposition |  |  |  |
| 35 | Demonstrate evidence of excellent organizational skills |  |  |  |
| 36 | Demonstrate evidence of a flexible attitude towards responsibilities in school |  |  |  |
| 37 | Demonstrate evidence of contribution to all areas of school life |  |  |  |
| 38 | Demonstrate evidence of setting a good example to children in personal presentation and conduct |  |  |  |
| 39 | Possess a sense of balance with a life outside school |  |  |  |
| 40 | Possess a sense of humour |  |  |  |

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