

# JOB DESCRIPTION

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| **Group:** | EDUCATION & LIFELONG LEARNING |
| **Division:** | Schools & Access & Inclusion |
| **Section:** | Access and Inclusion |
| **Sub Section:** | Learning Support Service |
| **Post Title:** | Teacher: Social Emotional Behavioural Difficulties |
| **Vision Post Number:** | Cefn Primary School |
| **Grade:** | MPG + SEN allowance Plus 1 |
| **Responsible to:** | Headteacher and Deputy Headteacher |
| **Post reporting to this post:** | LSC Support Staff x 2 |
| **Team:** | Primary Phase |
| **CRB Required Level:** | Enhanced. |
| **Location:** | Cefn Primary School |
| **Date of Description:** | 30.05.23 |

**Key Objectives**

To provide specialist teaching for pupils with a range of social, emotional and behavioural difficulties within a Learning Support Class provision.

## Key responsibilities

1. To teach groups of pupils with complex additional learning needs
2. To carry out baseline/National Curriculum assessments to inform teaching and measure progress.
3. To assess pupils’ learning and social needs, taking account of assessment information from other specialist services to develop appropriate teaching approaches and programmes.
4. To use and manage relevant resources, including ICT, to provide greater access to the curriculum and promote social skills.
5. To ensure efficient and effective deployment of classroom support staff.
6. To monitor the progress of pupils and prepare reports for reviews.
7. To organise and attend reviews of pupils.
8. To liaise with other professionals as and when appropriate.
9. To keep detailed records of IEPs and IBP’s, reviews, meetings with parents/other agencies etc.
10. To be responsible for using the capitation provided annually to order suitable resources
11. The preparation, monitoring and review of individual education plans/IBP/Positive Handling Plans/Risk Assessments.
12. To work closely with mainstream staff to co-ordinate the inclusion of pupils in mainstream classes appropriate to ability.
13. Attendance at review meetings, and preparation of reports prior to reviews.
14. Supporting the spiritual and moral development of Learning Support Class pupils.
15. Supporting the behaviour and welfare of Learning Support Class pupils.
16. The preparation of appropriate assessments and teaching programmes.  
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17. Liaison with external agencies..
18. Liaison with the school’s ALNCO and other teachers in the mainstream school as necessary.
19. Guidance to school staff on the teaching and inclusion of pupils with SEBD
20. Implementation of social use of language programmes and social skills activities.
21. Transition of pupils from primary to secondary education.
22. To attend staff meetings at school and Local Authority level.
23. To promote the inclusion of pupils into mainstream activities as appropriate, according to individual need.
24. Any other reasonable duties as requested by the Headteacher.

THE CONTENTS OF THE DOCUMENT WILL BE THE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POSTHOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

Protecting Children and Vulnerable Adults is a core responsibility of all staff. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable adult.



PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge/ Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

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| ATTRIBUTE | ESSENTIAL | DESIRABLE |
| EDUCATION/KNOWLEDGE/TRAINING | * Qualified Teacher. * Understanding the social and educational needs of children with Social, Emotional, Behavioural difficulties with evidence of CPD in this area. * Knowledge of a variety of teaching and learning strategies. | * Trauma Informed training accessed such as Boxall Profile/ Thrive/Trauma Informed Schools * Team Teach trained * Awareness of variety of assessment tools. * Knowledge of strategies to meet the needs of children with challenging behaviour |

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| ATTRIBUTE | ESSENTIAL | DESIRABLE |
| SKILLS | * Ability to work effectively as part of a team. * Good interpersonal and communication skills. * Ability to develop good working relationships with parents/carers and other professional colleagues. | * Good IT skills. |
| EXPERIENCE | * Experience of teaching children with Social Emotional Behavioural difficulties * Minimum of 3 years experience of teaching in a mainstream primary school. | * Experience of teaching children with ALN. |
| PERSONAL CHARACTER-ISTICS | * High expectations of self and of pupils * Enthusiastic and well motivated. * Committed to raising standards for pupils with ALN. |  |