



BRIXHAM COLLEGE

Primary Teacher (SEND)





Welcome

As the SENDCo for Autism and lead of our Enhanced Provision for Autism (The Harbour) at Brixham College, I am proud and privileged to work alongside a collection of experienced, supportive and committed colleagues. We work as a team in the truest sense of the word. Our greatest aim is providing our students with the best experience, interventions and support that we can. Fundamentally built on relationships; not only with the students but with each other, we work together to progress, develop and learn the best practices ourselves that can then be transferred to the classrooms and when working 1:1 or in small group intervention sessions. The wider SEND Team is made up of a team of staff encompassing, Learning Support, Student Support – SEMH, Pride in Progress - Behaviour and Interventions and “The Harbour” – ASC Enhanced Provision.

Both myself and the whole SEND Team look forward to working with a dynamic and motivated practitioner who will embrace and enhance the teaching at Brixham College.

Cathryn Beswetherick
SENDCo Autism



Our SEND Provision

We pride ourselves on being inclusive, and for the SEND team this inclusion starts in the classroom, and continues to be supported through all other areas of the college, whether this be through events and trips, extra-curricular activities, examination preparation or through the range of transition points that we see our students through.

The team currently consists of a three HLTA's who all have strategic roles within the SEND team and the specific support that they offer our students. In addition, we have a team of Teaching Assistants whose focus is primarily in-class support, and provide the stability and support than many of our SEND students' need. We are in the enviable position to have two SEND Coordinators, each with specific responsibilities: Mrs Lander whose role is focussed on mainstream SEND and manages "The Learning Zone", and Mrs Beswetherick whose role is to manage "The Harbour" - the college's Enhanced Provision for those students on the Autistic Spectrum. The team also benefits from a member of the Senior Leadership Team, taking an active role in the strategic vision and direction of SEND and inclusion.

Our Intent

Our SEND Provision brings together a range of highly experienced professionals that believe in education and learning for all. Our aim is to ensure that every student especially those with a SEND need can access, and receive the same learning opportunities as those students without specific needs.

Our Implementation

The SEND team currently operates out of two main areas of the college, Learning Support and the Autism Enhanced Provision (the Harbour). The Harbour has 3 bespoke classrooms, a sensory room, kitchen and outdoor learning space. The team benefits from having a trained and qualified exam access arrangements, and cognitive assessment assessor. The College also gains support through many external agencies which allows SEND to be one of the most innovative and forward thinking SEND teams in the Torbay and wider area.

Our Impact

As part of our continual development of SEND and Inclusion across the College, the successful candidate will be joining the SEND team, at a really exciting time, and with the support of the team and SLT Lead will be instrumental in developing and supporting the "Inclusive Classroom" whole college strategic vision and approach.



Brixham College –Teacher Job Description

Accountable to: SENDCo Autism/ Faculty Leader

Pay Scale: Main Pay Spine

Hours of Work: 1265 as outlined in the School Teachers' Pay and Conditions Document

STANDARDS

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; force positive professional relationships and work with parents in the best interests of their students.

SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE STUDENTS

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

PROMOTE GOOD PROGRESS AND OUTCOMES BY STUDENTS

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

PLAN AND TEACH WELL STRUCTURED LESSONS

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching

ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL STUDENTS

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give students regular feedback both orally and through accurate marking and encourage students to respond to the feedback.

MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in classrooms and around the College, in accordance with the College's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise sanctions and rewards consistently and fairly
- Manage classes effectively using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students exercise appropriate authority and act decisively when necessary.

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Make a positive contribution to the wider life and ethos of the College.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues
- Communicate effectively with parents/carers with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside College by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being in accordance with statutory provisions
- Value diversity and promote equal opportunities at all times
- Showing tolerance of, and respect for, the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Child Protection:

- ✓ A commitment to the responsibility of safeguarding and promoting the welfare of young people
- ✓ A commitment to safeguarding and the welfare of children and young persons you are responsible for or come into contact with
- ✓ A commitment to undertake Child Protection training
- ✓ An enhanced DBS is required for the post

Brixham College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Brixham College

PERSON SPECIFICATION Post Title: Primary Teacher

Career Grade:	Essential Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<u>Training, Qualifications, Experience</u>	
	To be a qualified primary teacher with QTS	Application form
	To have attended recent, relevant courses	Application Form
	To have experience of teaching children in the primary age range, with an interest in extending this into a Year 7 curriculum.	Application Form
	To have relevant experience of professional development and self-awareness of professional needs	Application Form
	<u>Interpersonal Skills:</u>	
	<i>To be able to communicate and cooperate effectively by:</i>	
	Being aware of the need to develop appropriate social values and standards	Interview
	Making use of speaking and listening skills in different teaching contexts	Interview
	Establishing and maintaining good relationships, in particular with students, parents and colleagues	Interview
	<u>Management and Organisation</u>	
	<i>To be able to manage and organise effectively by:</i>	
	Matching the teaching to the students' individual needs	Interview/Application Form
	Working collaboratively within the team of teachers and in the classroom	Interview/Application Form
Using a variety of teaching styles, including individual, group and whole class approaches	Interview/Application Form	
Planning and organising the curriculum to the appropriate level	Interview/Application Form	
	Interview/Application Form	

	<p>Creating a purposeful, orderly, supportive and stimulating environment for students learning</p> <p><u>Curriculum</u></p> <p><i>To be able to teach effectively and ensure continuity by:</i></p> <p>Promoting the social, cultural, spiritual and moral development of all students</p> <p>Demonstrating clear current knowledge in the relevant subject area</p> <p>Planning, developing and monitoring appropriate learning activities</p> <p>Understanding that the role of the College is to provide effective education for all students</p> <p>Being aware of the need to maximise the potential of ICT as an aid to learning</p> <p>Assessing, recording and reporting on students learning</p> <p><u>Special Knowledge</u></p> <p>Understanding and experience of:</p> <p>Working with pupils that have a SEND.</p> <p>The learning, social, cultural and pastoral needs of students</p> <p><u>Work related Circumstances</u></p> <p>The equal opportunities policy</p> <p>Developing the role of parents and carers as partners in their children's education</p>	<p>Interview/Application Form</p>
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