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School

Valuing Achievement  
Encouraging Independence



**Complex Needs Teacher**



# Job Description

**Job Title**           Complex Needs Teacher

**Responsible to**   Middle and Senior Leadership

**Grade**               MP/UP and SEN allowance

We are looking for an experienced and energetic Teacher with the knowledge, skills and understanding of a range of teaching, learning, assessment and behaviour management strategies to make a positive impact on the progress of children and young people with complex needs.

The successful candidate will be working within our Woodlands Hub department, which caters for our children and young people aged 7-19 with complex needs. Learners within the Woodlands Hub have a wide variety of abilities and talents. They also have complex learning needs, including all or some of the following: physical, sensory and medical needs. Some of the learners may have profound ASD which impacts upon their learning and progress.

## Job Purpose

The role will require planning, and engaging delivering of lessons in line with our Complex Needs curriculum, and with each young persons EHCP outcomes at the centre. The curriculum takes an holistic view of the learners by focusing on how they best learn and by acknowledging and celebrating the different abilities and achievements of those learners with the most complex needs. During curriculum opportunities, learners will be immersed in purposeful and meaningful experiences through a thematic (topic based) approach. The topics will be taught, and experienced, through multi-sensory approaches to foster high levels of engagement. Play and child initiated learning will have a key part in the process.

The successful candidate will need to be committed to ensuring children and young people make good or better progress and encourage learners to reach their full potential. You will be responsible for recording progress on our online assessment platform, Earwig, as well as providing progress updates through Annual Reviews with Parents/Carers and relevant professionals.

You will lead and manage a team of support staff, who support teaching and learning in the classroom.

In addition to their teaching commitment, all teaching staff will be expected to take on the responsibility and leadership of a subject / curriculum area.

## Subject/ Curriculum Leadership Responsibilities

- Develop their subject or curriculum area in interesting and innovative ways with reference to learning styles
- Share and collaborate with other staff
- Develop and evaluate schemes of work
- Analyse the effectiveness of the curriculum and curriculum delivery
- Be aware of and research latest ideas and methods within your curriculum area

In addition to the contract of employment duties as laid down in the School Teachers' Pay and Conditions Document 2022 the post includes the following:

- Plan, prepare and record learning programmes and activities for learners within your teaching group according to their individual needs and whole group needs
- Advise and cooperate with the Headteacher and other teachers and professionals in the preparation and development of the schemes of work, materials and methods of teaching and assessment

- Maintain your teaching area as an attractive, lively, orderly and educationally stimulating environment for your learners
- Evaluate and cope with any situation which could endanger the welfare of learners physically or emotionally and to take responsibility for complying with health and safety procedures when planning off-site activities
- Participate and contribute to the team and curriculum groups and liaise with both colleagues and other professionals regarding learners' needs and progress
- Promote partnership with families as an important element of learners' progress
- Support families and governors in their understanding of curriculum issues
- Contribute to the dissemination of good educational practice to colleagues and other professionals within the community
- Support and participate in an agreed framework for the performance management of all staff
- Find solutions, rather than problems, and to think imaginatively
- Adhere to and celebrate the school's vision, ethos and priorities

The post holder is responsible for ensuring that the school safeguarding and child protection policy is adhered to and concerns are raised in accordance with this policy. The post holder will be subject to an enhanced criminal records check and will be required to consent to this.

All staff should retain strict confidentiality about all aspects of school life.

The post holder may at times be exposed to very challenging or unpredictable learner behaviour. All staff should participate in appropriate staff training and be aware of staff professional development within the school.

The above responsibilities are subject to the Teachers Pay and Conditions legislation currently in force. This job description is not necessarily a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility.

(This job description may be amended at any time after discussion with the Headteacher, but in any case, will be reviewed annually when key tasks related to the school priorities will be determined).



## Job Specification

Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

### Key

E = Essential

D = Desirable

<b>A</b>	<b>Qualifications, Knowledge and Experience</b>	<b>E/D</b>
A1	Qualified Teacher Status	E
A2	Degree or equivalent	E
A3	Evidence of successful teaching in special needs school or resource	E
A4	A knowledge of relevant curricula which suits children and young people with complex needs	E
A5	A knowledge and experience of working with learners with complex needs	E
A6	A knowledge of the CLDD project, the CLDD Engagement for Learning framework and other relevant Complex Needs materials	D
A7	Evidence of commitment to and the knowledge and experience of promoting the welfare and safeguarding of learners	E
A8	Effective use of information and communication technology	E
A9	A willingness to learn and use new skills in order to meet the needs of young people with communication and other difficulties	E
A10	Detailed understanding of current educational developments, statutory requirements and the Ofsted framework	E
A11	Experience of working in collaboration with relevant professionals in setting EHCP outcomes and Knowledge of writing short term targets	E
<b>B</b>	<b>Teaching &amp; Learning</b>	
B1	Experience of evaluating and developing the curriculum in an innovative and flexible way so that it meets the needs of all learners	D
B2	Evidence of being driven by a learner-focused approach which provides equal opportunities in access to learning	E
B3	Ability to personalise learning by adjusting planning, teaching and delivery to meet individual needs	E
B4	Determination and enthusiasm to make learning exciting, relevant and fun	E
B5	Experience of successfully using assessment data, recording and reporting systems to drive progress and attainment	E
B6	Ability to implement total communication within the learning environment (Makaton, PECs, Objects of reference use of communication aids).	D
B7	Experience of working across different age ranges, with a wide variety of needs	D
<b>C</b>	<b>Leading and Managing Others</b>	
C1	A commitment to valuing, supporting and encouraging the professional development of staff	E
C2	Ability to establish good working relationships, developing and encouraging the teaching practice of other staff across EYFS and Key Stage 1	E

C3	Committed to promoting equal opportunities in staff development and training	E
C4	Ability to lead a curriculum area across the Woodlands Hub	E
C5	Demonstrates a commitment to continually updating their knowledge of education/special education and to their own on going personal and professional development	E
<b>D</b>	<b>Accountability</b>	
D1	Ability to develop effective relationships with parents/carers to ensure they are well informed about the progress and attainment of their learners	E
D2	Ability to contribute to and actively support the overall vision, mission and key priorities of the School	E
D3	Display good time management and organisational skills and meet deadlines as outlined by the department leader	E
<b>E</b>	<b>Personal Attributes</b>	
E1	Ability to work collaboratively with other agencies and professionals to support the holistic development of individual learners	E
E2	Excellent interpersonal skills including the ability to listen to, understand and work with a wide range of audiences	E
E3	Excellent communication skills, both oral and written	E
E4	A warm, friendly and approachable personal style, including a sense of humour	E
E5	Ability to support an open and transparent culture, acknowledge differences and overcoming potential barriers	E
E6	Ability to work on own initiative and anticipate and manage priorities and deadlines	E
E7	Ability to maintain a safe, secure and healthy learning environment for both learners and staff and promote well-being for both self and staff	E
E8	Be physically fit including being able to spend time working on the floor with learners for extended periods and run after a child or young person	E
E9	Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of school life	E
E10	Demonstrates a commitment to maintaining an effective and collaborative relationship with the Governing Body	E