

Teacher of SEND

Reports to: Head of Campus

Location: Torpoint Campus

The Role:

As a member of the academic teaching team at our Torpoint campus, you will be responsible for planning, delivering, and reviewing teaching, learning and assessment and learner progress, enabling every Oakwood learner to achieve their potential.

Key Responsibilities:

- Ensure that **all learners undertake highly individualised learning programmes** designed to meet their specific needs and aspirations as detailed in their EHCPs.
- **Deliver highly effective teaching, learning and assessment** that enables all learners make better than expected progress against their outcomes.
- **Play an active role in College life**, prioritising the experience of the learners and being an excellent and supportive colleague.

Objectives:

- **Undertake effective initial assessment activities** for all learners with which you work to establish their existing knowledge and skills to enable you to plan for effective teaching learning and assessment.
- **Plan individualised learning for learners** based upon their EHCP and initial assessment activity.
- **Work with others, including previous settings and existing colleagues to support effective transition in to your classroom.**
- **Deliver a study programme** that is project based and allows learners to develop their skills and knowledge as agreed in their Individual Learning person-centred Plan (ILP)
- **Design, implement and review learner progress** through continuous, formative and summative assessment, providing evidence of the progress made in a creative and person-centred way.

- Ensure that all learners for whom you are responsible **make good or better progress** against all of their intended outcomes and that they can articulate this progress in a way that is appropriate for them individually.
- With the learners, **build an achievement portfolio** that demonstrates the progress that they make against their outcomes and support them in **presenting this at their person-centred reviews** in a way that is appropriate for them individually.
- **Use data and information** to review the progress learners are making and to guide intervention and improvement as required.
- **Undertake responsibility for developing yourself**, maintaining up to date knowledge of the sector, teaching, learning and assessment and SEND specific trends and developments.
- **Understand and use appropriate teaching and learning strategies** that are individualised to the learners to bring out the very best in them in terms of what they can achieve.
- Co-plan and collaborate with Learning Support Assistants, Higher Level Support Assistants and to ensure that they are actively involved and well briefed, and able to produce appropriate and effective resources/teaching aids to support learning.
- **Communicate regularly with parents, carers and** ensuring they are aware of the progress of each learner and are involved in setting targets for improvement.
- Work effectively with SENDCo to ensure that learners achieve a **successful transition** to an active life as part of their community, and which maximises their choice and control.
- **Support the acquisition of work-based skills** through internal and external work experience, volunteering activity and enterprise projects so that learners develop targeted and meaningful skills that lead to paid or unpaid employment.
- **To prepare schemes of work, lesson plans, learner profiles and assessments** as required and to assess learner work in a timely and effective way, in line with College and awarding body requirements
- To use up to date and effective learning technologies in formal and informal learning and take an active role in your own development of skills and knowledge.
- **To undertake the duties of a learning support assistant to** support the delivery of learning in the absence of colleagues.
- **To provide teaching cover** to support the delivery of learning in the absence of colleagues.
- **To undertake additional duties** such as work experience visits.

- **To contribute enthusiastically** to the delivery of the curriculum both individually and as part of a team.
- **To develop effective links** with external partners, employers, local community and schools as required and organise and take part in student trips and work placements
- To participate in the College's **Observation of Teaching Learning and appraisal processes**
- **To undertake risk assessments** including those required for individual students, groups and offsite activities.
- To carry out such duties and responsibilities under the **Health and Safety at Work Act** and associated legislation as described in the College's Health and Safety policy documents
- **To work effectively with the integrated therapies team**, using agreed strategies for learning and development that are evidence based
- **To meet the Teacher Standards in full.**
- **Attendance and participation in CPD and training** to support a consistent strive for excellence
- **Attendance and participation in meetings as required**
- **Work with the SENDCo** to establish person centred learner outcomes within individual EHC plans.
- **Such other duties commensurate with the grade of the post as may be reasonably required.**

The approach required:

- Unflinchingly **high aspirations** for all young people that study at Oakwood Court, and high expectations of behaviour for them within their own context.
- Unflinchingly **high expectations** of behaviour and professional conduct of colleagues and self.
- The **humility** to recognise where things may not be working, and the progress of learners are at risk, and to speak up and seek support to improve.
- A continuous **commitment** to seeking to understand each young person and their needs, including those that make them diverse, complex and sometimes challenging.
- The **drive** to overcome challenges and setbacks using clear and tangible steps and making positive personal changes to approaches.
- Being a "**present**" and active listener and contributor in conversations about learning.
- **Leading** formal and informal conversations about best practice with colleagues.
- Being **alive and open** to new ideas and ways of working.

- Demonstrate **enthusiasm and engagement** in trying something new, sharing ideas and collaborating.

Person Specification – Teacher

Requirement	Essential	Desirable
Qualifications		
Educated to degree level	☒	
Full teaching qualification	☒	
Qualification in supporting people with autism and/or learning disability		☒
Literacy and numeracy qualifications at least Level 2	☒	
Full UK driving license and willingness to drive college vehicles		☒
Experience		
Experience of further education curriculum delivery, planning and administration	☒	
Experience of working with young people with autism and/or learning disability who experience behaviour that challenges		☒
Understanding of and commitment to safeguarding children and young people, and equal opportunities and diversity at a management level	☒	
Knowledge and skills		
Computer literate with a good working knowledge of Microsoft Office	☒	
Resilient and able to work on own initiative and work as part of a team	☒	
Excellent interpersonal skills and the ability to lead and build effective partnerships with individuals and organisations	☒	
Excellent classroom practitioner, ensuring own classroom practice models' best practice	☒	
In-depth and up-to-date knowledge of latest educational research, findings and best practice in FE and skills.	☒	