



Post:	SEN SUPPORT AND INTERVENTION TEACHER
Reporting to:	Assistant Principal - Additional Educational Needs
Hours:	Temporary (1 Year)
Salary:	MPS
Post Available:	1st September 2022

We are looking for a dynamic teacher committed to Integrated Education to work as part of a team committed to raising standards.

Applications are invited from suitably qualified and enthusiastic teachers to lead small group support lessons across a range of subjects to support students with SEN in KS3 and KS4 to meet individual targets.

KS3: To support students with a range of Special Educational Needs including specific learning difficulties in literacy & numeracy, communication and interaction difficulties, emotional and wellbeing difficulties to enable their full / appropriate access to the curriculum, academic progression and inclusion.

KS4: To support students with a range of curriculum areas with the aim of promoting independent learning within the mainstream classroom, to raise attainment and provide emotional support.

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Senior Leadership Team.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, takes responsibility for professional development and motivate pupils to achieve.

AREAS OF RESPONSIBILITY AND KEY TASKS

Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- Developing specialist Literacy and Numeracy based schemes of work across a range of subject areas.
- identifying students across KS3 and identifying individualised intervention programme(s) for each student.
- setting appropriate and demanding expectations;
- setting tasks which challenge students and ensure high levels of interest;
- Use baseline data and professional reports to set clear targets building on prior attainment.
- lessons maintaining pace, motivation and challenge;
- making effective use of assessment programmes such as Accelerated Maths to measure progress;
- identifying clear teaching objectives and specifying how they will be taught and assessed;
- ensuring effective teaching and best use of available time;

- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions. Select appropriate learning resources and develop study skills through library, ICT and other sources: Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- liaise with the AP:AEN to ensure the implementation of department policy and best policy, review pupil targets and identify students who require additional support to access the curriculum.
- Develop and review Pupil IEP's

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching in a small group setting;
- mark and monitor students' work and set targets for progress using SIMS interventions module;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parents;

Pastoral Duties

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSD and Careers programmes according to school policy.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- be required to teach other subject areas depending on pupil need and demand, curriculum needs or changes and staffing demands and constraints;

- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools in the North Belfast Area Learning Community;
- take responsibility for own professional development and duties in relation to school policies and practices;
- actively contribute to the extra-curricular programme.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

THE DEPARTMENT

In Hazelwood Integrated College we recognise that some students require additional support, and we aim to create an inclusive learning environment where every student can succeed academically. In Hazelwood, as well as a personalised curriculum and support from the classroom teacher, students can receive curriculum support from Specialist Teachers, Learning Mentors, Teaching Assistants and our English as a Second Language Teachers.

The AEN department provides specialist tuition for students with additional educational needs through individual and small group programmes of study which matches the student's particular needs providing, for example, transition, Literacy and Numeracy support and/or Social, Emotional, Sensory interventions.

In partnership with students, their parents, and outside agencies the College ensures that our AEN students make excellent academic progress and achieve the best academic outcome.

The department consists of Specialist SEN Teachers, Learning Mentors, Classroom Assistants (Subject CA's and Core CA's) and EAL Teachers managed by the Additional Educational Needs Assistant Principal.

***This job may be altered from time to time in line with the developing needs of the College.
Criteria for this post may be enhanced to facilitate shortlisting.***

Please note interviews for this post will take place on **Wednesday, 1st of June 2022**, and communication regarding the post will be via email.

Job Specification

Post: SEN Support Teacher KS3/4 (Temporary)

ESSENTIAL CRITERIA	
1	<p>EDUCATION AND QUALIFICATIONS</p> <ul style="list-style-type: none"> Recognised or provisionally recognised, to teach in a Post Primary College by the Department of Education (NI). Registered or have the capacity to be registered with GTCNI.
2	<p>RELEVANT EXPERIENCE</p> <ul style="list-style-type: none"> A minimum of 1 year experience of teaching pupils across Key Stage 3 and 4 with SEN. Experience of leading small group interventions to support students with SEN to achieve positive outcomes.
3	<p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> Knowledge and experience of teaching and learning approaches that develop a deeper understanding of the subject for students across a wide range of abilities and with complex learning needs.
4	<p>COMMITMENT TO INTEGRATED EDUCATION</p> <ul style="list-style-type: none"> Demonstrate a positive commitment to the NICIE core principles of the Integrated Education in practice: <ul style="list-style-type: none"> Equality Faith and Values Parental Involvement Social Responsibility
5	<p>COMMITMENT TO EXTRACURRICULAR AND EVIDENCE OF</p> <ul style="list-style-type: none"> Willing to contribute to the organisation and leadership of trips and enrichment opportunities including collaboration with other schools. Ability and willingness to contribute to the wider extra-curricular life of the school.

DESIRABLE CRITERIA	
1	<p>EXPERIENCE IN GIVEN AREA</p> <ul style="list-style-type: none"> Ability to work within an AEN department contributing to interventions, formulating IEPs, target setting and monitoring for improvement.
2	<p>EXPERIENCE IN GIVEN AREA</p> <ul style="list-style-type: none"> Demonstrate a commitment to support students with SEN through professional learning / accreditation.

**Please note that criteria may need to be enhanced to facilitate the shortlisting process.*