

Job Title:	Teacher of Special Educational Needs - Secondary		
Department:	Education	Section:	Falkland Islands Community School
Reports to:	SENCo		
Grade:	Falkland Islands Government Grade – C	Job Code:	
Job Purpose:			
To teach students with a range of complex special educational needs at the Falkland Islands Community School. The school is a fully comprehensive school that serves all secondary age children in the Islands. The Hub is a well-resourced unit in the school for students who have identified additional needs. The role is to teach students, including delivering functional level numeracy and literacy and a personalised, relevant curriculum, either working 1:1 or in small groups in the Hub, or supporting students to access learning in mainstream classrooms. To develop individualised learning plans which support students to meet their goals, and to broker work placements where appropriate in conjunction with the Deputy Principal of Secondary.			
Job Facts & Figures:			
The Falkland Islands Community School has approximately 230 students between Year 7 and Year 11. Teaching and learning follows the National Curriculum for England in Key Stage 3 and Key Stage 4, enhanced by local content, culminating in GCSE or IGCSE through UK awarding bodies. The Falkland Island Community School is the only secondary school in the Falkland Islands and has a critical role in securing outcomes for all secondary aged students.			
Main Accountabilities:			
- To carry out the professional duties of a teacher as detailed in the Teachers' Standards in order to maintain high professional standards. - To teach functional numeracy and literacy and a personalised, relevant curriculum to students with a range of complex special educational needs, either working 1:1, or in small groups, or supporting students to access learning in mainstream classrooms. - To implement school policies and work to the school aims as outlined in the School Improvement Plan - To teach lessons as directed by the SLT, to include tutor periods, PSHE and cover as needed. - To carry out all other reasonable duties assigned by the Principal. - Participate in staff meetings, consultation and open evenings and other school-based activities which may take place outside of the teaching day and participate in and/or contribute to extra-curricular activities. - To support the SENCO in having oversight of the LSA team, to ensure that pupils receive the correct level of support in school.			
Professional Development			
- Develop areas of the curriculum to be relevant to students in the Hub and contribute to any relevant INSET. - A commitment to own and others' CPD and willingness to share good practice.			
Teaching and Curriculum			
- Ensure the best possible progress and academic outcomes for students through planning and delivering engaging and differentiated lessons to a high standard on a daily basis - Effectively manage the classroom and student behaviour in order to facilitate learning for all - Support students to maintain good standards, develop their learning, literacy and numeracy skills, and thus improve their attainment across the curriculum - Have an in-depth knowledge of, and follow the specification, for appropriate and agreed programmes of study for KS3 and KS4 for students with a broad area of SEN needs, including GCSE. - Develop or contribute to the development of subject specific schemes of work, including keeping up to date with developments in learning and pedagogy, and ensure that changes are implemented in lesson delivery and schemes of work - Contribute to the development of a broad and balanced curriculum - Manage the equipment, resources and organisation in the Special Needs department to ensure health and safety compliance and an ordered working environment.			

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Main Accountabilities (<i>Continued</i>):	
Monitoring and Assessment - Monitor, assess and record student attainment within the prescribed timescales; analyse progress to provide effective developmental feedback and inform future teaching; set individual and cohort targets for further learning with the aim to raise student achievement - Provide regular reports to parents and SLT about student progress and next steps - Provide all documentation in a timely manner - Adhere to school's policy and expectations for the marking, assessment and feedback of students' work - Set challenging targets based on prior attainment and evaluate outcomes Inclusion - A commitment to inclusion. - To liaise with the SENDCo & other relevant professionals in order to develop appropriate approaches to SEND within the Hub and within the mainstream as required - Maintain a positive, challenging and effective learning environment - To manage the effective use of learning support staff. Relationships - To interact on a professional level with colleagues, establishing and maintaining productive relationships with them in order to promote mutual respect and work together towards the school's aims - To have high expectations of students while building and maintaining positive relationships - To maintain strong relationships with parents and other stakeholders. This includes following school policies when reporting to parents on development, progress and attainment of their children. Pastoral - To be responsible for the associated pastoral and academic care and administrative duties in respect of the students as a Form Tutor as well as the general responsibilities in the school as agreed by the Principal. - Maintain good order and discipline by effectively managing student behaviour in all school situations - Safeguard student health and well-being both when they are on the school premises and when they are engaged in school activities off site, including strict adherence to policies and procedures for outdoor and adventurous activities. - Contribute to the wider life of the school and extracurricular activities - To know and follow all safeguarding procedures. <i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i>	
Criminal Record Checks: (<i>This post is regarded as a sensitive post</i>)	
All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s). Please see the enclosed Frequently Asked Questions (FAQ) sheet. Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers. Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.	

Person Specification:	Teacher of Special Educational Needs – Secondary		
Criteria	Essential	Desirable	Assessment Method
Education and Training:			
To be a graduate secondary teacher with Qualified Teacher Status (recognisable in UK) who has completed the ECT induction	✓		A
Evidence of attendance and capturing impact from recent & relevant CPD/INSET.	✓		A
Knowledge of safeguarding and child protection	✓		A/I
Higher degree or further relevant qualification		✓	A
Awareness of current UK educational trends and innovations		✓	A/I
Knowledge, Skills and Experience:			
At least three years' recent experience teaching children with a variety of SENDs / behavioural barriers to learning, preferably in UK, with a breadth of curriculum experience	✓		A
Five years relevant teaching experience		✓	A
Experience in teaching students with a variety of complex needs ranging from working within P Levels to those who are below age related expectations, through personalised curriculums	✓		A/I
Is familiar with, and able to use, EQUALS and PIVATS or similar		✓	A/I
A proven record of student engagement and behaviour management	✓		A/I/R
Excellent knowledge of child protection and safeguarding	✓		A/I
Experience of planning effective lessons and developing / contributing to schemes of work	✓		A/I/R
Experience of monitoring, assessing, recording and reporting of student progress			A/I
Ability to create a stimulating, effective learning environment	✓		A/I/R
Excellent management of student behaviour to facilitate learning	✓		A/I/R
Able to work within and contribute to coaching and mentoring environment, demonstrating good interpersonal skills and value in shared practice and teamwork	✓		A/I
Excellent analytical and communication skills	✓		I
ICT literate including IWB use	✓		A/I
Proven ability to effectively organise the curriculum with experience of managing a subject budget and deploying resources appropriately.	✓		A/I
Experience of preparing and administering examination work at KS4	✓		A/I
Knowledge & ability to support computing as applicable to your curriculum area		✓	A/I
Experience of teaching pupils for whom English is an additional language		✓	A/I
Experience of using IT to record and analyse progress		✓	A/I

Person Specification:	Teacher of Special Educational Needs – Secondary (<i>continued</i>)		
Criteria	Essential	Desirable	Assessment Method
Experience of effective management of support staff		✓	A/I
Experience of being a pastoral tutor		✓	A/I
Personal Attributes:			
Demonstrates alignment with FIG's core values Diverse, Professional, Resilient & Resourceful	✓		A/I/R
Demonstrates alignment with school values Respect, Resilience and Curiosity	✓		A/I/R
Demonstrates a genuine interest and passion for the education of young people	✓		A/I/R
Clear, confident and articulate	✓		I
Positive, approachable, committed and enthusiastic	✓		I
Organised and independent	✓		A/I
Professional who inspires trust and confidence	✓		A/I/R
Demonstrates ability to establish and develop close relationships with parents and the community	✓		A/I
Able to demonstrate good interpersonal skills and the value in teamwork	✓		A/I
Ability to motivate self and others	✓		A/I
Willingness to be involved with cross-phase development	✓		A/I
Takes responsibility and is proactive in terms of own CPD	✓		I
Commitment to deliver extra-curricular sporting activities and/or evening classes with differing age groups of school children	✓		A/I
Ability to contribute to community life	✓		A/I

Method of assessment: A - Application Form I - Selection Interview R - Reference