

## **Learning & Cognition Base Teacher Job Description**

### **Job Purpose**

The learning and cognition base teacher will be jointly responsible with the pupils' home schools, for the learning, progress, standards and safeguarding of the pupils admitted to the Base, whilst attending the Base.

The teacher will complete focused cognitive screening, National Curriculum and SEND assessments, alongside supporting child centred learning that captures the needs and the interests of the pupils.

They will create a supportive learning environment to ensure that all of the special educational needs of the students are met, delivering a curriculum, to address learning and cognition needs and core National Curriculum aims and goals.

The teacher will support pupil's self-esteem, individual literacy and numeracy needs in all aspects across the school day. Teachers will be responsible for teaching that is adapted to pupils' starting points, working towards identified outcomes.

Close partnerships will be maintained, and they will work collaboratively with others to develop effective professional relationships through participation with senior management teams, schools and external partners. This will include working with the home school to ensure that good practice is shared and accepted by the home school on the young person's return and will attend reviews of the EHCP or SEN support.

The teacher will work in collaboration with external agencies, Specialist Partners, Educational Psychologists and any other agencies necessary to ensure appropriate, high-quality provision is in place.

### **Overview/context**

The Base consists of one KS2 class that will support pupils to make accelerated progress in identified curriculum areas.

They will be of an age reflective of the age of the pupils of the school within which the Base functions. The Base is designed for up to ten pupils.

The Base will work closely and collaboratively with the family, the home school and the child to allow for the students on role to access mainstream classes and integrate as much as possible into the life of the main school. The Base environment and provision must be an outstanding example of how those cognitive and learning needs can be met.

### **Principle accountabilities/responsibilities of the job**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. Deliver the curriculum in a way which is differentiated and adjusted so that the student is able to access learning and experience success.

Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Planning Learning**

1. Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:
  - identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught
  - setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning.
  - setting clear targets for pupils' learning that build on prior attainment
  - identifying pupils who:
    - have special educational needs
    - are high attaining pupils.
    - are not yet fluent in English.

- have low self-esteem.
  - need support in engagement and attentional skills with targeted approaches.
  - need support individual literacy and numeracy needs.
  - have social and emotional needs.
  - Have trauma related needs
2. Ensure that learning is appropriately differentiated so that the learning is well pitched, and all pupils are challenged at their current level of understanding and what they are able to manage effectively.
  3. Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.
  4. Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.
  5. Plan opportunities to develop pupils' spiritual, moral, social and cultural development.
  6. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
  7. Support engagement and attentional skills with targeted lessons and strategies.

### **Teaching and classroom management**

1. Deliver a curriculum, to address cognition and learning needs and core National Curriculum aims and goals.
2. Create a sense of safety through routines and emotional support. All approaches to take into account the individual starting points of the pupils.
3. Use strategies and approaches to support executive functioning, goal planning, organisation and working memory.
4. Using individual approaches and whole setting social approaches to develop, support and enhance learning for every pupil.
5. Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and pupils' learning time is used efficiently.
6. Establish and maintain a purposeful learning atmosphere.
7. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of engagement through well focused, engaging teaching and through positive and productive relationships.
8. Establish a safe, clean and secure learning environment which promotes pupils' confidence.
9. Use teaching methods which capture pupils' interest and maintain their engagement through:
  - offering rich, captivating learning activities
  - setting the highest expectations for all pupils.
  - clearly establishing a purpose for learning, placing it within a context effective questioning that includes open and closed questions, together with the use of probing, supplementary questions.
  - providing frequent opportunities for pupils to learn through talk and interaction.
  - stimulating intellectual curiosity and communicating enthusiasm for learning
  - matching the teaching approaches used to the subject matter and the age and ability of the pupils being taught.
  - modelling good language use to children.
  - modelling good social skills to children.
  - clear instruction, effective modelling and accurate explanation.
  - listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward.
  - selecting and making good use of ICT and other learning resources which enable learning objectives to be met.
  - providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'.
10. Be familiar with the SEN Code of Practice (2015) on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review specific targets for pupils.
11. Evaluate your own teaching critically and use this to improve your effectiveness.
12. Adhere to Education, Health and Social Care Plan, should there be one in place, and that support for all students is child centred.

### **Monitoring, assessment, recording, reporting and accountability**

1. Complete focused learning screening using specialist assessment tools, alongside National Curriculum and SEND assessments.
2. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
3. Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils' progress in relation to curriculum and individual learning needs.
4. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents/carers and professionals

5. Understand the expected demands of pupils in relation to their age and stage.
6. Monitor the impact of support being provided and the effectiveness of your teaching and adapt as necessary, drawing on advice and recommendations from other professionals.
7. Establish a safe, purposeful and stimulating environment for pupils rooted in mutual respect and establish a framework for discipline with a range of strategies
8. Monitor progress of students and differentiated curriculum and offer support to ensure that all pupils can access excellent learning opportunities.
9. Chart progress and set goals alongside the pupils to support them to develop a sense of themselves as learners and to improve their sense of agency.

### **Relationships**

1. Develop effective, consistent relationship promoting emotional safety for pupils.
2. Use a calm, consistent approach using language and scripts to embed consistency for children.
3. Use supportive approaches to enable transparent and aspirational expectations and outcomes for children.
4. Use language tone and body language to create strong safe relationships with pupils.
5. Have high expectations for behaviour and promoting self-efficacy for pupils, supporting them to thrive in a mainstream provision in the future.
6. Builds strong pupil, adult relationships on a foundation of promoting positive, safe behaviour.
7. Use approaches based on understanding and supporting specific cognition and learning needs.

### **Management and Administration**

1. In support of the lead teacher for the Base, participate in administrative and organisational tasks related to the responsibilities described above.
2. Provide cover for other teachers/Base members of staff as appropriate.
3. Contribute to the induction of new and probationary members of staff.
4. Support students in other provisions, such as home school classes.
5. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
6. Participate in any arrangements made by the school for performance management and continuing professional development.
7. Foster close relationships with parents/carers, home school and other professionals and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.
8. Work collaboratively with others to develop effective professional relationships, Communicating and co-operating with relevant external bodies.
9. Maintain and update knowledge and skills in meeting the needs of students with learning disabilities.
10. Attend meetings with home schools and facilitate training needs related to the pupils within the Base.
11. Partake in supervisory duties, including lunchtime supervision
12. Where necessary, be responsible for the school day; to allocate duties and responsibilities to staff, duty rotas including the deployment of staff, rooms and other resources.
13. Provide a visible and effective staff support role during the day including areas of disciplinary and control nature.
14. In conjunction with the lead teacher for the Base, take responsibility for the effective deployment of support staff within provision.
15. Assist in formulating attainable objectives for pupils and to outline a balanced programme in co-operation with all staff to take account of the educational and social needs of pupils.

## Person Specification

<b>Qualifications</b>	<b>Essential (x)</b>	<b>Desirable (x)</b>
Honours Degree	x	
Post graduate qualification in teaching e.g. PGCE	x	

<b>Knowledge/experience:</b>	<b>Essential (x)</b>	<b>Desirable (x)</b>
Experience of good/ outstanding teaching in the relevant phases of education	x	
Knowledge and understanding of the SEN CoP (2014) and the Equalities act (2018)	x	
Experience of successfully meeting the needs of students with SEND	x	
Experience and knowledge of basic literacy and numeracy skills and how to develop them in students using known and successful strategies and interventions	x	
Knowledge of Education, Health and Care plans and the statutory regulations that are involved	x	
Experience of working with external agencies		x
Have completed or have ability to complete training in Norfolk STEPS STEP ON and STEP UP approaches.		x
Have up to date Designated Safeguarding Lead training and Multi-agency training or to be completed before joining SRB.	x	
Experience, knowledge and use of strategies and systems for supporting cognition and learning needs.	x	
Experience in behaviour management strategies	x	
Experience and knowledge in approaches to support and develop social skills	x	
Understanding of therapeutic approaches within schools		x

<b>Aptitudes/Behaviours</b>	<b>Essential (x)</b>	<b>Desirable (x)</b>
Able to show compassion, care and kindness, engendering a sense of hope, belonging and understanding to all children.	x	
Able to show empathy, understanding and care to all children at all times, especially when in crisis.	x	
Take responsibility for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal.	x	
Have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality	x	
Demonstrate a clear ability to be solution focussed and resilient to meet the needs of children.	x	
Have a calm manner when working with pupils	x	
Able to foster effective working relationships with a range of other professionals	x	
Show resilience and the ability to work under pressure.	x	
Proven ability to be creative	x	
Excellent inter – personal skills	x	
Show a commitment to safeguarding and welfare of children.	x	
Demonstrate commitment to pupils and their learning and well-being	x	
Ability to build relationships with young people.	x	
Ability to be self-reflective	x	
Show ability to communicate effectively with care to young people.	x	
Demonstrate strong self-regulatory skills and strategies to manage your emotional responses.	x	