**Wandsworth Borough Council**

**Victoria Drive Primary Pupil Referral Unit (PRU)**

**Primary Teacher- Social, Emotional and Mental Health (SEMH)**

**Job Description**

This job description is based on the “Professional Standards for Teachers,” document. The role of group teacher should be carried out in accordance with the, “School Teachers’ Pay and Conditions, “document.

**Particular Specific Responsibilities.**

1. The post holder is responsible to their line manager for his/her duties, responsibilities and teaching tasks.
2. The post holder will interact on a professional level with all colleagues and; establish and maintain good working relationships which will promote the development and effective delivery of the curriculum and maximise pupils’ achievement.
3. The post holder will be responsible for the supervision of the work of support staff.
4. The post holder undertakes the teaching of the pupils in his/her group and the associated pastoral and administrative duties in respect of those pupils, as well as, the general responsibilities in the PRU as agreed with the Head teacher.

**General Responsibilities**

1. In collaboration with primary schools and parents agree support arrangements with the Behaviour & Learning Support Service.

2. Teach all pupils in your group, individual pupils at Victoria Drive PRU or in their mainstream school according to their educational needs.

3. Create a well-ordered and secure environment that will ensure the educational well- being of individual pupils within the group.

4. Make effective use of ICT to enhance learning and teaching.

5. Ensure careful and ongoing assessment of the pupils ‘learning to inform further planning.

6. Work with school leaders to track the progress of individual children and intervene where pupils are not making progress.

7. Provide the Head and Deputy Head of Behaviour & Learning Support Service with relevant teaching plans, progress or other information about individual pupils or work in schools.

8. Participate in multidisciplinary casework and liaise with a range of professional agencies.

9. Be fully conversant with procedures for, “Keeping Children Safe in Education.” Respond effectively to child protection concerns in line with policy.

10. Ensure that equal opportunities are implemented in the classroom and throughout the Pupil Referral Unit.

11. Develop and maintain positive relationships with parents ensuring that regular feedback on pupil progress is given to parents via written reports, meetings and informal telephone contact.

12. Participate in planning and staff meetings.

13. Contribute to the whole ethos of the PRU by taking a leading role in displays particularly in own classroom.

14. Contribute towards the development of the PRU and the implementation of policies.

15. Undertake continuing professional development to further develop as a teacher.

16. Participate in the appraisal framework within the Behaviour & Learning Support Service.

17. Appraise support staff.

18. Undertake other duties as may be required by the Local authority in pursuit of its statutory obligations and other reasonable duties as may be required by the head or Deputy Head of the Behaviour & Learning Support service.

**Person Specification**

1. DfE recognised teaching qualification.
2. Minimum of three years primary teaching experience in an urban, multi –cultural environment.
3. Experience of working with pupils with special educational needs, specifically, social ,emotional and mental health difficulties
4. A willingness to pursue relevant INSET and courses to enhance knowledge and skills in relation to SEN issues.
5. Knowledge of a wide range of strategies for enabling pupils with SEMH to access the curriculum. Evidence of ability to share these skills with schools.
6. A working knowledge of the requirements for special needs pupils as outlined in the SEND reforms and Code of Practice 2014 and Equalities Act 2010.
7. An awareness of factors which enable successful inclusive practice in schools.
8. A thorough knowledge of the revised National Curriculum: primary curriculum 2014.
9. The ability to liaise with schools, parents and other professional agencies.
10. The ability to maintain effective records and play a key role in pupil review meetings.
11. The ability to work within a team and respond flexibly to the demands of a Local Authority Service and the developing role of Pupil Referral Units.
12. An understanding of the Authority’s Equal Opportunities Policy and the implications there in for the teaching of pupils with special needs.
13. Demonstrate a commitment to the protection and safeguarding of children, young people and vulnerable adults.