



## Job Description: Special Needs Educator

**Reports to:** Education Director  
**Location:** South Delhi  
**Start date:** June 2022  
**Salary:** Commensurate with Experience

## Responsibilities

The Special Needs Educator will work with the School Leadership Team in Delhi to design and deliver the education interventions needed to enable all children to make rapid progress. He or she will be working in an environment where all children are valued equally, regardless of background or ability and will share our belief that all children can succeed academically.

The Special Needs Educator's responsibilities include:

- Supporting an ethos of high expectations for behaviour and achievement of all students, including those with special educational needs
- Designing and implementing systems to identify and diagnose mental and physical special educational needs in children entering education for the first time
- Planning and delivering appropriate lessons, activities, and other interventions for children with a wide range of special needs, enabling them to make rapid progress
- Working with colleagues to identify ways to ensure children with special educational needs are fully integrated into the school community at all times
- Liaising with external agencies to identify relevant, out of school support for students with special needs
- Collaborating with class teachers to modify curriculum as per SEN needs
- Providing virtual/in-school classroom support as per requirement to increase student engagement for children with special needs.
- Producing oral and written reports on students' progress and attainment, for both school and parents
- Working with parents, particularly those of students with special educational needs, to engage them as partners in their children's learning through workshops, meetings etc.
- Organising and participating in educational trips and events
- Ensuring students' well-being within school is maintained at all times



- Monitoring students' behavioural pattern and administering appropriate intervention
- Preparing students for a smooth transition to the next grade

### **Staff training and development**

- Training other teachers in current good practices with regard to teaching and caring for children with special educational needs
- Working with non-teaching (operational) staff to ensure the school's physical environment is suitable for educating children with special education needs
- Participating in ongoing teacher development to improve the quality of teaching across the school

### **Other responsibilities**

Performing additional duties and tasks required for the effective operation of the school, as directed by the Education Director.

## **Qualifications and Qualities**

### **Qualifications**

- Master's in special education OR a relevant international qualification in special education
- One of the following education qualifications in addition to the above:
  - Two-year Diploma in Elementary Education
  - Two-year Diploma in Education (Special Education)
  - Four-year Bachelor of Elementary Education or a graduate degree in any subject
  - A pass in the CTET or other Teacher Eligibility Test (TET) conducted by the appropriate government department, in accordance with the guidelines framed by the NCTE for this purpose

### **Experience and knowledge**

- At least three years' experience teaching children with special educational needs, ideally with some experience of teaching children from diverse backgrounds.
- Understanding of early years development in children aged 3 – 6 and the school environment appropriate to their needs



### **Attributes**

- A deeply held belief in Peepul's mission– that all children, regardless of background, deserve an excellent education
- Teaching and learning expertise with desire to achieve educational excellence
- Resilience, motivation, and performance orientation - sets and achieves high standards for self and others
- Good communication, planning, and organizational skills
- Analytical skills, the use of data to understand student progress and, working with other colleagues, to adapt teaching methods and lesson plans accordingly
- Computer skills, including e-mail, basic word processing and number packages (e.g., Microsoft Word and Excel)
- Flexible and adaptable style, responding positively to changing demands

### **Language skills**

- Fluency in English

### **Other factors to consider:**

- Commitment to equality of opportunity and to safeguarding the well-being of all students
- Commitment to treating all members of the school community with dignity; showing tolerance of and respect for the rights of others

### **About Peepul Schools**

All our schools are built around six key principles, called our six pillars.

### **High Expectations**

Our network mission is to close the achievement gap between rich and poor children. Our vision is that by the end of school all children have equal choices and opportunities. We set ambitious, aspirational targets for our schools' performance and believe that it is our responsibility to give our students the teaching and support they need to fulfil their potential. We have high expectations of academic success for all our students, regardless of background or ability. We set challenging targets which demand that students make exceptional progress relative to their starting points, as well as securing high attainment.



## **Excellent Teaching**

We believe that teachers should be well trained, skilled professionals. Our schools and our network will be strongest if all our staff members are on a path of continuous improvement and development. For teachers, we offer coordinated, practical training in proven techniques and necessary classroom skills. This provides a platform for teachers to grow and take on increasing independence in identifying solutions to meet the needs of their students, ultimately leading innovation within the classroom. We expect our school principals to be instructional leads and coach and develop all staff, undertaking regular teaching assessments and feedback to help improve quality and share good practice. Using data effectively makes it possible to understand what's working in the learning process and continuously improve teaching so it has the greatest impact on students' outcomes.

## **Exemplary Behaviour**

We set high standards for behaviour and aim to create a common culture, which emphasises the sanctity of learning, across all parts of our organisation. In our schools we create a respectful, orderly environment which provides a platform for great learning and enables positive relationships to be built between all members of the school community. Our students should be active, motivated learners in a safe environment which encourages them to take risks and learn from failure. Students behave well due to intrinsic motivation because they understand the value of school and feel happy and confident in the school environment.

## **Depth Before Breadth**

All students should secure firm educational foundations by mastering core skills in literacy and numeracy, as the basis for success in both school and life. We help our students to gain rich, deep knowledge in languages and in maths and so that they enjoy and are confident in these subjects. We aim for our students to develop holistically and believe that breadth and enrichment are also important in parallel with the mastery of core subjects. Our emphasis on literacy and numeracy is to enable students to succeed in other academic disciplines, rather than to replace them.



## **More Time for Learning**

To give students an exceptional education, including both depth and breadth of subjects, requires time. Our schools run for longer which ensures all students can participate in enrichment activities as well as the basics. During school, we maximise the time spent on learning, minimising distractions and wasted time.

## **Knowing every child**

Our organisation is founded on the principle of always doing the right thing for children even when difficult decisions are required. In our schools, the academic progress and welfare of every student is important. Our school staff are responsible for knowing and taking care of every student and enabling their success in school, particularly those who are most vulnerable. Our schools promote positive interaction with families. Strong partnerships between a student's family and his or her school will lead to the greatest learning and social gains.

## **More about Peepul**

### **Who we are and how we work:**

One principle unites us in all our endeavours: we put children first.

We believe that all children should have choices in life. And we must fight to make this happen. Sometimes that means making difficult decisions – we'll have to say or do things that are hard for us and for other people.

All our actions are driven by what is best for the children we work for.

### **We are:**

#### **Restless**

We are proud of our achievements but know that there is so much still to do. So, we never stop striving, and we are ready for new challenges. We will work on new projects, in new communities, wherever we think we can make a difference. We are never complacent.

**Reflective**

We are self-critical. If we think we could have worked in a better or smarter way, we acknowledge that and learn from it.

**Resilient**

We know that our task is not an easy one. But we are determined to transform children's lives, despite setbacks. When we encounter obstacles, we do not give up. We are tenacious and will see things through.

**When we work, we:****Aim high**

We have the highest expectations. We ask everyone to give their best in everything they do. The children at our schools are expected to aim high, and the staff at ARK does the same. We don't accept excuses, and we don't make excuses.

**Use rigorous research**

We use the latest research and data in all our work, and we scrutinise our results. Our approach is evidence-based, and we direct our resources to those projects that we are sure will make a difference.

**Work smart**

We work hard to achieve our aims. But, more important, we work smart.

We are systematic, seeking models that are already successful and finding ways of building on that success. We share our expertise – between teams, between schools, across the world. This way, we maximize our results.

**Work as a team**

Tough challenges take grit and determination, and teamwork too. None of us can succeed on our own. We need to support and learn from each other, and we work best when we work as a team.

Together, we make the biggest difference.