**Purpose**

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| * To raise standards of student attainment and achievement for all SEND pupils and to monitor and support progress. * To support teachers to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for SEND students. * Support Subject Leaders (SLs) to ensure, at strategic level, SEND students make appropriate progress. * To monitor and support the overall progress and development of students as a teacher +/or Form Tutor * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential and be prepared to share this Good Practice. * To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth. | |
| **Reporting to** | |
| * Subject Leader - Educational Needs Co-ordinator (ENCo) / Year Leaders (YLs) | |
| **Responsible for supporting the ENCo with** | |
| * The provision of a full learning experience and support for all students. * Performance Management (E.g. TAs) | |
| **Liaising with** | |
| * Headteacher / DHT / AHTs, teaching/support staff inc. student support services, YLs and AYLs, LA Representatives, external agencies and parents. | |
| **Working Time** | |
| * 0.6-0.8 full-time equivalent (fte) | |
| **Salary/Grade** | |
| * MPS / UPS | |
| **Disclosure Level** | |
| * Enhanced | |
| **MAIN (CORE) DUTIES**  **Operational/Strategic Planning** | |
| * To support the ENCo in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area(s) * To contribute to the RAP (Department’s Raising Attainment Plan) and its implementation * To plan and prepare courses and lessons * To contribute to the whole School’s planning activities   **Specific Responsibilities**   * Review strategic plan for SEND groups fortnightly with ENCo and action as appropriate. * Prioritise in-class support requirements and liaise with Specialist TAs. * Work with the teachers and TAs who have in-class support to ensure they are using this resource to full effect to maximise student attainment/achievement. * Work with SLs on the roll out of Subject Area SEND Action Plan and ensure this is represented on their RAP action plan. * Co-ordinate CPD for TAs. * Support teachers with their Pyramids of Inclusion to ensure all student’s needs are met.   **Monitoring and Evaluating Progress**   * To support the ENCo to raise standards of student attainment. * Work with SLs to audit SEND provision in their Subject Area and then put together an action plan to improve or enhance provision to further secure progress. * Support ENCo with the tracking of the progress of SEND students to secure strong progress and identify those not making expected progress. Form part of the package of support. * Support ENCo to monitor, evaluate and review classroom practice and interventions, promoting improvement strategies to ensure all groups of students, especially those with a range of special educational needs and disabilities, achieve. * Have an understanding of the robust tracking systems that are in place. * Support the ENCo to identify value-added by its quality first teaching (QFT) programme and intervention strategies.   **Learning and Teaching**   * Attend Subject Area meetings in Subject Areas with a CPD focus in response to need. * Provide professional guidance to staff to secure QFT for SEND students through both written guidance, CPD and meetings. * Act as a role model of best practice offering opportunities to be observed, team-teach and through operating an Open Door Policy in lessons. This includes record keeping, tracking, lesson plans, evidence of differentiation/differentiated resources and marking of work. * Provide specialist 1-2-1 teaching for individuals who, despite every other support system tried have still not made progress expected. Where appropriate use this strategy to feed into the Departmental Raising Achievement Plan (RAP). Use this strategy to feed into provision mapping (YPP). * Impart good understanding of strategies that work with students to ensure greater consistency of SEND teaching across the curriculum. * Support ENCo to disseminate the use of effective teaching approaches and behavioural strategies for Pupils with SEND across the whole School, with a focus on effective differentiation and personalisation. * Support the ENCo to ensure high standards of teaching and learning for all students with SEND. * Support all members of staff to recognise and fulfil their statutory responsibilities to students with SEND and understand the importance of QFT taking ownership of additional provision and the progress children (with SEND) make in their class/teaching group. * Support ENCo to monitor and evaluate the quality of teaching and standards of learning and achievement of SEND students, with a range of needs. Work with ENCo to set and meet challenging, realistic targets for raising achievement of SEND students.   **Communication and Information Sharing**   * Provide drop-in surgeries for parents of SEND students where support, advice, CPD, guidance, signposting can be offered. Liaise with outside agencies such as Chaps to support some of these sessions. * Work with ENCo to communicate effectively with all stakeholders (students, parents/carers, staff, outside agencies) to secure the progress and well-being of students with Special Educational Needs and disabilities. * Support ENCo to maintain an effective partnership and outstanding communication with parents and carers to support and improve student’s achievement and personal development. | |
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| **Other Specific Duties:** |
| * To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. * To promote actively the School’s corporate policies. * To continue personal development as agreed. * To comply with the School’s Health and Safety Policy and undertake risk assessments as appropriate. * To undertake any other duty as specified by Statutory Teachers Pay and Conditions Document (STPCD) not mentioned in the above. |

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.