



Post Title:	SENCO 0.6fte
Salary:	TPR plus TLR £2667
Responsible to:	Headteacher
Responsible for:	Teaching Assistants
Purpose of the job:	The SENCO is required to carry out the duties of a teacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.

Overall responsibility

- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- To model effective teaching, to coach and train colleagues and to teach across the school.
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

Key Accountabilities

Strategic direction and development of SEN provision in the school – with the support of and working with the Headteacher to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEN pupils.
- Devise and promote plans to ensure the needs of pupils with SEN are met and that they are reflected in the school improvement plan.
- Regularly monitor progress against targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the Headteacher on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEN are able to share their views and that these are acted upon appropriately.

Teaching and learning

- Flexible teaching commitment to cover staff management release time, as and when needed.
- Support the identification of and disseminate the most effective teaching approaches for pupils with SEN.

- Collect and interpret specialist assessment data on SEN to inform practice.
- Work with pupils, class teacher and key stage managers to ensure realistic and challenging expectations of pupils with SEN.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN.

Leading and managing Staff to:

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEN.
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision and outcomes.
- Advise and contribute to all aspects of SEN training to ensure the professional development of staff.

Parents, the community and extended schools to:

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEN offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways.

Managing own performance and development

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources -to:

- Identify appropriate resources to promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and Director of Finance.

Additional responsibilities and general requirements to:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.

CLASS TEACHER JOB DESCRIPTION

Each class teacher works with the Headteacher, other staff members and Governors to develop and promote the school as a positive place of learning with high standards, where all members of the community are valued and all aspects of achievement are recognised.

A class teacher's responsibilities are to:

- Prepare and teach appropriately challenging and balanced programmes of work as planned across the year group, suitable for the needs of every child.
- Provide a stimulating and attractive learning environment, including good quality displays that communicate information and facts and promote high standards.
- Show children how to improve in order to ensure assessment for learning by supportive oral comments and positive written comments.
- Mark and return all work promptly giving children opportunities to read and respond to marking.
- Set targets, assess, record and report each child's progress, attainment and personal and social development following school procedures, including the completion of transfer documentation as appropriate.
- Make the best use of support staff and volunteer helpers, planning and managing their time and tasks effectively.
- Enhance children's educational experience through the regular use of additional activities e.g. visits, visitors, use of the environment and to follow school procedures when organising any outside visits.
- Work with the SENCO to support children with both Special Educational Needs and those on the Gifted and Talented register, keeping appropriate records and liaising with outside agencies when required.
- Promote the well being of individual pupils and the class by maintaining a well organised, disciplined, safe and secure environment.
- Support children's spiritual and moral development, for example, through Circle Time, PSHE, Protective Behaviours strategies, assemblies and the curriculum.
- Follow and support the School's Behaviour Policy and encourage positive attitudes and self-discipline in the children.
- Foster good relations and effective communication with parents, arranging consultations with parents, according to the school programme; meeting with parents additionally if concerns are raised about a child's academic or social and emotional development
- Be responsible for his/her own safety and the safety of pupils and colleagues and to observe all Health and Safety procedures.
- Participate in phase meetings and staff training related to the curriculum, organisation, administration and pastoral arrangements.
- Participate in annual performance appraisal arrangements and CPD through individual, school based and consortium INSET - this may include training out of school hours.
- Be in school in sufficient time to prepare for the day's activities and to be punctual in supervising children's return to class at the end of all breaks.
- Carry out administrative duties relating to the class e.g. marking and completing attendance registers, dinner registers, and collection of monies and permission slips.
- Be responsible for the safe and effective use and careful storage of all resources and to educate the pupils in their responsibilities in this area.
- Share with other staff duties that promote the smooth running of the school including, for example, playground duty and assemblies.

- Participate as a class teacher in the planning and implementation of whole school developments and improvements.
- Work co-operatively as part of year and curricular teams as appropriate.
- Responsible for an area of the curriculum as agreed with HT.
- Show commitment in working in partnership with Holland House Infant School, Plantsbrook School, parents and all members of the school and wider community.
- Carry out professional duties as defined in the current School Teachers' Pay and Conditions document and standards for Qualified Teacher status.
- Be committed to safeguarding and promoting the welfare of children and young people.

PERFORMANCE MANAGEMENT

Teachers on the Main, Upper and Unqualified Teachers' pay ranges will have their salary reviewed annually in accordance with the Academy Trust Pay Policy. To move up the Main pay range or the Unqualified teachers' pay range one point at a time, teachers will need to have made good progress towards their objectives, have shown they are competent in all elements of the Teachers' Standards and teaching should be at least good as defined by OFSTED.

If appropriate, for the postholder:

UPR:

- Any qualified teacher who is highly competent in all elements of the relevant standards and his/her achievements and contributions to the school are substantial and sustained, may apply to the Headteacher to be paid on the Upper Pay Range.
- Highly competent in all elements of the relevant standards means teaching performance which consistently meets all elements of the Teachers' Standards.
- Substantial means a significant contribution to improving standards of teaching and learning for other staff, through sharing and disseminating knowledge and skills by coaching, mentoring, demonstrating and curriculum development activities. The purpose of the contribution is to help those teachers improve the outcome for pupils. However, the teacher providing the support should not routinely be held accountable for the learning of pupils in the classes taught by other teachers.
- Sustained means maintaining these contributions over at least two years.

PERSON SPECIFICATION – SENCO 0.6fte

	ESSENTIAL	DESIRABLE
Qualification	<ul style="list-style-type: none"> Teaching Qualification – Degree or equivalent teaching qualification National Award in Special Educational Needs Co-ordination 	<ul style="list-style-type: none"> Middle Leadership qualifications. Further specialist qualification in an aspect of SEN e.g. ASD, SpLD
Professional Development	<ul style="list-style-type: none"> Recent, relevant in-service training in current educational practice and special educational needs and a commitment to continuing professional development. 	<ul style="list-style-type: none"> Evidence of further professional training/development
Experience	<ul style="list-style-type: none"> Be a qualified teacher with 2 or more years' experience Have thorough knowledge of the new SEND Code of Practice Have the ability to articulate and demonstrate the characteristics of effective planning, teaching and learning and assessment strategies for all abilities Experience of writing and reviewing EHCPs Experience of contributing to school improvement strategies Knowledge of National Primary Curriculum and strategies in relation to assessment without levels to measure pupil attainment Knowledge of pupil target setting, tracking and analysis 	<ul style="list-style-type: none"> Have some experience in departmental or other staff management/ leadership
Skills and Abilities	<ul style="list-style-type: none"> Ability to use performance data to inform provision mapping and planning Ability to lead and manage people to work effectively, both individually and in teams Produce and update Early Help forms, EHC plans and other statutory documents Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills Ability to plan, evaluate, review and lead by example Access, analyse and interpret information in order to raise standards Ability to support senior leaders by contributing effectively to the School's self-evaluation Ability to supervise/direct additional adults effectively in the classroom Ability to ensure environments within the school are welcoming, inclusive and supportive of all children achieving their very best Ability to identify areas of learning for specific target teaching. Ability to plan and deliver a differentiated curriculum. A commitment to a Positive Behaviour approach 	
Personal	<ul style="list-style-type: none"> A commitment to inclusive education and a willingness to respond to the needs of all learners Committed to the promotion of high standards in terms of academic work and behaviour 	<ul style="list-style-type: none"> Experience of developing residential experiences
Other	<ul style="list-style-type: none"> A commitment to involve parents, governors and the community in the work of the school An awareness, understanding and commitment to equal opportunities Be committed to safeguarding and promoting the welfare of children and young people. 	<ul style="list-style-type: none"> Experience of developing partnerships in the community