**TEACHER JOB DESCRIPTION**

***LEARNING TO UNDERSTAND THE WORLD AND CHANGE IT FOR THE BETTER***

|  |  |
| --- | --- |
| **Post** | Special Educational Needs And Disability Coordinator |
| **Grade** | TLR 1b + SEN allowance |
| **Responsible to** | AHT INCLUSION |
| **Responsible for** | As explained on job description |
| **Working hours** | In accordance with STPCD |

Everyone at Thomas Tallis works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards.**

We expect teachers to

1. Make sure young people of all abilities, ages and backgrounds fulfil their potential.
2. Engage all young people in participation in interesting learning.
3. Develop into exceptional teachers.
4. Through teachers’ own scholarship stimulate a love of knowledge in our young people.
5. Unlock and develop their creativity and independence.
6. Demonstrate that learning continues well beyond lessons.
7. Develop the Thomas Tallis Habits of Mind in all teaching so that young people are inquisitive, collaborative, persistent, disciplined and imaginative.

Teachers with TLR posts at any level must demonstrate these **10 Qualities of Leadership.**

We expect that members of our community who have leadership roles should.

1. Show vision, conviction and authority and lead by example.

2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.

3. Understand what needs to be done, do it right, and on time.

4. Be very, very organised.

5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan.

6. Know your subject and keep up-to-date.

7. Lead learning by demonstrating high quality work with excellent outcomes.

8. Develop colleagues through encouragement, performance management and providing opportunities.

9. Support young people by maintaining good discipline and helping them meet high targets.

10. Work with others by building good links with KS2, other schools, FE and HE.

All teachers are expected to fulfil roles as Form Tutors where assigned and in Performance Management as appropriate.

**Job Description SENDCO TLR 1B**

**Inclusion**

1. To lead the provision of education for children with SEND so that they might achieve beyond expectations.
2. To champion inclusion and high expectations for SEND children throughout the school.
3. To ensure that children with SEND are fully included in the life of the school, including extra- curricular activities.
4. To develop collaboration between school, child and home to encourage and promote learning and social development.
5. To promote a positive ethos within the SEND team and among parents.
6. To ensure that all statutory requirements are fully and efficiently met.
7. To make sure all students leaving Thomas Tallis are functionally literate.
8. To analyse baseline data, results and specialist assessments of SEND students so that targets may be set and to set those targets.
9. To be responsible for identification assessment, tracking, monitoring and reporting for SEND students.
10. To ensure that whole school assessment and reporting policies are followed in the department.
11. To ensure that students most challenged by current examination specifications reach their targets and achieve meaningful qualifications with currency in the marketplace.
12. To lead the development and maintenance of effective differentiation of SEND across Thomas Tallis.
13. To monitor the quality of provision through sampling student work and direct observation of teaching and learning.

**Curriculum**

1. To design, lead and manage the inclusion curriculum in KS3 and 4 and to be responsible for its quality. To coordinate provision for children on the RON.
2. To facilitate strong cross-curricular links and work with other curriculum leaders.
3. To contribute to the correct placing of late entrants with SEND.
4. To teach small groups of underachieving students at KS3 & 4 and to perform at least 'good' standard
5. To encourage staff in all areas teaching SEND children to share good practice and keep them up-to-date with SEND issues.
6. To promote the cultural entitlement of SEND children by a range of enrichment activities, trips and visits.
7. To work with responsible staff to develop literacy and reading across the curriculum.
8. To identify the most effective teaching methods for children with SEND, to advice staff on their use and to monitor differentiation in teaching and learning for SEND students.

**Community**

1. To lead provision for transition for SEND children, working closely with the Head of Transition in y6-7 and the Heads of Year 11 & 12, and to ensure that children on the RON are well supported when leaving Thomas Tallis.
2. Liaise with other schools and colleges and outside agencies to support SEND children.
3. Work with parents and carers to support students, including in the development of positive behaviour.
4. To develop innovative and sustainable ways of working with parents and to support SEND staff in dealing with challenging parents.
5. To gather the views of students and act on findings to improve provision.
6. To make any required application to the LA regarding individual children with complex needs.
7. Seek to enable pupils with SEND to meet the school’s behaviour standards.

**Team**

1. To build a team which can reliably model best practice in SEND around and throughout the school.

**Leadership and management**

1. To build maintain and lead a highly-qualified and cohesive team in the SEND department, developing it through training.
2. To make sure that the SEND area is developed and maintained to offer a stimulating and welcoming learning environment.
3. To report to Governors where necessary.
4. Consistently to be a very effective teacher.
5. To lead self-evaluation and development planning, updating the SEF and relevant plans
6. To manage finances and resources properly.
7. To complete any additional responsibilities commensurate with the level of this job description, as required by the Headteacher.

*CR 27.2.18*