



Job Description

Head of Learning Support (SENCo)

An outstanding teacher is required to lead the Learning Support team at Farringtons School from September 2017. The core purpose of this post is to oversee the pastoral care and academic progress of the students in the Learning Support Programme, in addition to the strategic development of this key area of the school.

Aims:

- To lead the Learning Support team in meeting the goals of Farringtons, by building and maintaining an ethos of high expectations, hard work and independence in learning.
- To oversee the general welfare and progress, both academic and pastoral, of SEN/EAL students at Farringtons.
- To advise the SLT of appropriate curricular and extracurricular opportunities for the SEN/EAL students and to assist Senior management in the planning and introduction of any agreed curriculum changes.
- To provide leadership and support to Learning Support Tutors.

Responsibilities:

Academic

- To shape a vision, ethos and direction for the Learning Support department, setting out very high expectations and with clear focus.
- To inspire, motivate and influence staff and pupils, working with the Deputy Head and Assistant Head (Curriculum) in ensuring the highest standards of teaching and learning, supporting the professional development of colleagues, as well as pastoral care.
- To organise and oversee the implementation of policies for SEN and EAL.
- To work with the Assistant Heads, Heads of Department, Tutors and Subject Teachers to ensure that all students understand the academic expectations which apply to them.
- To work with the Assistant Heads to keep abreast of curriculum and academic developments and continually review Farringtons SEND curriculum and enrichment provision.
- To use all available data to monitor students' progress and, where necessary, work with Heads of Department and tutors to manage appropriate and timely interventions.
- To write a termly report for the Governors.

Pastoral and Community

- To establish a positive, collaborative working relationship with all teaching staff and tutors.
- To meet regularly with the Assistant Head Pastoral to review key pastoral and boarding issues.
- To ensure that tutors monitor every student's extra-curricular commitments and, where necessary, advise on academically or pastorally appropriate adjustments.

Admissions

- To liaise with the Registrar concerning new entrants with special educational needs.
- To meet prospective parents.
- To interview and assess applicants.
- To liaise with the Deputy Head and coordinate the production of written papers for testing SEN / EAL applicants.

Miscellaneous

- There will be occasions when the Head of Learning Support will be required to work on in the evening or possibly at the weekend for special functions such as parents evening and open mornings.
- To keep abreast with changes in legislation and/ or best practice and update systems and processes accordingly.

Generic Responsibilities for All Farringtons Staff

- To actively promote the aims and ethos of Farringtons
- To work within the Farringtons framework with regard to Health and Safety
- To be committed to child safety and undergo child protection screening (DBS check) and training
- To follow the ethos of re-cycling in line with school policy
- To promote equal opportunities at Farringtons
- To support Farringtons commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably be requested by the Headmistress or members of SLT.

Safeguarding

- To promote and maintain the standards of the school's commitment to safeguarding children
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- This role will involve daily contact with pupils.
- All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and enhanced disclosure through the Disclosure and Barring Service.

Prevent Duty

- To promote and maintain the standards of the school's commitment to ensure all staff understand the risks of radicalisation within our School and how this risk may change from time to time.
- To ensure that staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- The School is committed to placing a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Health and Safety

- All employees have a legal duty to ensure the safety of themselves and all the pupils and staff within the school as detailed in the Health and Safety at Work Act 1974.

Data Protection

- All employees should familiarise themselves with and follow the Data Protection guidelines and practices.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

