



HEBER PRIMARY SCHOOL

Job Description

SENCO

KEY PURPOSE OF THE JOB

To carry out professional duties of a teacher other than a head teacher, as described in Part X11 of the school Teacher's Pay and Conditions Document, including those duties particularly assigned to him/her by the headteacher

MAIN ACTIVITIES

1. Assisting the Inclusion Manager in the management of Inclusion especially in relation to SEND.
2. Supporting
 - Children experiencing barriers to learning, e.g those on the SEND register, looked after children.
 - Children for whom English is an additional language
3. Assisting the Inclusion Manager in managing provision provided by our Learning Mentor, Teaching Assistants and Special Needs Assistants.
4. Liaising with outside agencies such as the educational psychology service, school health service, social services, speech therapists, CAHMS etc
5. Organising and chairing inter agency meetings to discuss the needs and progress of identified children. Organising and chairing review meetings for parents to discuss progress of individual children.
6. Carrying out teaching duties, as required, in accordance with the school's schemes of work and the National Curriculum.

SPECIFIC RESPONSIBILITIES

LEADERSHIP AND MANAGEMENT

1. To assist the Inclusion Manager in shaping a vision and direction for the school, setting out very high expectations with a clear focus on pupil achievement.
2. To inspire and motivate staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour.
3. To provide an excellent role model for all members of staff and for all pupils.
4. To offer guidance and support to colleagues.
5. To help take responsibility for dealing with and reporting Child Protection issues as they arise in the school.
6. To take a role in improving the involvement of parents, carers and the community in the life of the school.
7. To make a contribution to the school's continuing professional development programme delivering INSET where appropriate and working with individuals and teams in a variety of professional development activities.
8. To maintain an informed view of standards and of the quality of teaching across the school by monitoring pupils' work and teachers' planning and teaching.
9. To provide guidance and support to teachers in order to improve the quality of teaching and learning.
10. To assisting the Inclusion Manager in ensuring the school's curriculum provides the best possible education for all its pupils, with particular regard to those with Special Education Needs, to those learning English as an Additional Language and to those with specific emotional needs .

TEACHING AND LEARNING

1. To carry out teaching duties, as agreed with the Inclusion Manager , providing a model of excellence This may include: -
 - Teaching small groups (eg booster classes, intervention groups)
 - Providing in-class support for colleagues through demonstration lessons.
2. To provide and support for colleagues including:
 - Helping with planning and delivery of the curriculum, including developing schemes of work and medium term plans
 - Supporting phase leaders and subject leaders in developing their role, in particular in relation to raising standards
 - Supporting teams and individuals with short term planning
 - Organising and delivering training, as needed, to groups of school staff
 - Supporting staff in the use of assessment information to inform teaching and learning
 - Inducting and supporting newly qualified and less experienced staff and/or supply teachers
 - Providing in-class support to staff, through demonstration lessons, team teaching, observation and feedback.
3. To undertake a significant role in maintaining high standards of pupil behaviour .
4. To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.

OTHER DUTIES AND RESPONSIBILITIES

1. To attend weekly meetings,
2. To prepare and present reports, as required e.g. to governors, LA officers, parents etc.
3. To attend occasional meetings during the evening hours, or the school holidays.

PERSON SPECIFICATION: Part Time SENCO

QUALIFICATIONS AND TRAINING

The successful candidate will

1. Be a qualified teacher
2. Have evidence of continuing and recent professional development relevant to the post.

KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

The successful candidate will have excellent understanding of:

1. Best practice in teaching and learning, particularly as it relates to achieving high rates of pupil progress.
2. The importance of the culture and ethos of a school in securing high standards.
3. Effective strategies for gaining and maintaining high standards of behaviour
4. How opportunities can be created to enrich and enhance the curriculum to address the needs of all pupils.
5. Child protection issues and procedures.
6. The statutory requirements placed upon primary schools including legislation as it applies to SEND
7. The role of parents and the community in school improvement and how this can be promoted and developed

EXPERIENCE RELEVANT TO THE JOB

The successful candidate will have:

1. Recent successful experience either as a Special Needs Coordinator or in teaching children with SEND
2. Significant and successful experience as a teacher in the primary phase.
3. A proven track record of raising attainment.
4. Successful experience of improving the quality of teaching and learning, through monitoring and support.
5. Experience of managing and using pupil attainment data.
6. Experience of developing and leading staff development programmes for teachers and other staff.
7. Experience of initiating and implementing strategies to improve parental involvement in their children's learning.

APTITUDE AND SKILLS

The Successful candidate will :

1. Be an excellent teacher.
2. Be sensitive to the needs of children and parents.
3. Be able to write clear lucid prose
4. Be highly organised
5. Demonstrate leadership qualities, including energy, resilience, stamina and the ability to enthuse and motivate others.
6. Be able to articulate a clear vision for high quality education as it relates to both children experiencing barriers to learning and to those with particular gifts and talents.
7. Have personal presence, good communication skills and a sense of humour.
8. Be able to communicate clearly with a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.
9. To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
10. Be approachable, accessible and flexible.
11. Be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
12. Have good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.
13. To be able to understand, interpret and present school performance data