

## **JOB DESCRIPTION**

### **Pre-Threshold Teacher**

The appointment is subject to the current conditions of employment for Pre Threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

#### **General Description of the Post**

To assist the Deputy Head Teacher in the leadership and management of Special Educational needs & Disabilities (SEND) across the school in accordance with the SEND Code of Practice: 0 - 25 years and to ensure the quality of provision for all children with additional learning needs and SEND.

#### **General Responsibilities**

- To support the senior leadership team with leading and managing the school.
- To be responsible for leading the day-to-day provision of education for pupils with Special Educational Needs and disabilities (SEND) at the school.
- To be accountable for working with, leading, managing, supporting and monitoring all members of teaching and support staff in their role of supporting the specific pupil groups for which the post holder has responsibility for.
- To develop and enhance the teaching practice of others in relation to the specific pupil groups for which the post holder has responsibility for.
- To ensure curriculum provision and developments are relevant, research based and personalised to meet the needs of all pupils with additional needs and SEND.
- To be accountable for promoting, monitoring and supporting pupil progress and development across the curriculum.
- To ensure all pupils with additional needs and SEND make good or better progress in line with their starting points.

#### **Strategic Leadership**

- To participate in and advise upon curriculum design with regards to pupils with SEND.
- To support the aims and ethos of the school and build, communicate and implement a shared vision making use of all appropriate means of communication.
- To participate in whole school planning and policy making with the Senior Leadership team as appropriate.
- To ensure that school policies are implemented, monitored and consistently adhered to personally and where relevant, by team members – overseeing the operation of the SEND policy and Information Report.

- To formulate and implement an improvement plan for the area of responsibility that has objectives, targets with timed achievement and strategic actions that are coherent and demonstrate relevance to the needs of the pupils and to the priorities of the school.
- To review the improvement plan during the course of the year with members of the team (where relevant) and the SLT line manager and to provide the relevant stakeholders with information on this review in the required format.
- To update and publicise the SEND local offer on the school's website.
- To provide reviews and reports as required (including for Headteacher, Trustees, LEA officers and external agencies).
- To ensure effective communication with parents/carers and pupils.
- To ensure pupils safeguarding procedures, protocols and the school's Child Protection Policy are fully implemented and adhered to within SEND.
- To work in partnership with other leaders to ensure the school develops and maintains strong relationships with parents and carers.
- To encourage parents to support their child's learning through attendance at school events and organising relevant workshop/drop-in sessions.
- Overseeing the teaching, learning and assessment within the school's provision class (The Ark) and on occasions teaching within the setting.
- Organise and lead SEND coffee mornings for parents/carers, including the presence of professionals and outside agencies.

### **Operational**

- To set up systems for identifying, assessing and reviewing SEND.
- To liaise with Secondary schools and participate fully in transfer procedures e.g. Secondary transition days, school visits, transition documents and transition programmes.
- Identify individual pupils to receive access arrangements for SATs, arrange for their assessment and liaise with Year 6 teachers.
- To maintain up to date and accurate records on all pupils with SEND and ensure they are filed systematically and appropriately.

### **Teaching and Learning**

- To establish common standards of practice where relevant and develop the effectiveness of the support provision for good or better teaching and learning in all lessons for all relevant pupil groups.
- To lead the development of appropriate teaching and learning strategies across the school with regard to individual and groups of pupils being supported.
- To contribute to In-Service Training (INSET) and staff meetings, leading SEND sessions for all staff and Trustees annually.
- To observe lessons to support and advise (teaching assistants, class teachers and the leadership team) on the quality of teaching and to support the professional development of staff.
- To keep abreast of developments within the SEND areas specialism including initiatives at a local, national and global level.
- To ensure where relevant that all support staff operate effectively to aid and improve teaching and learning for all pupils with SEND.

### **Monitoring and Evaluating**

- To ensure that pupils who are entitled to receive support are identified by establishing, implementing, monitoring and evaluating school systems
- To plan, coordinate and quality assure the timely creation of a Provision Map of need for all identified pupils with SEND and ensure that this is shared with relevant staff, external agencies and Trustees.

- To ensure all identified pupils have appropriate SEND Support Plans (including Educational and Health Care Plans (EHCP's)) and that these are annually reviewed and updated in a timely manner.
- To actively track, monitor, evaluate and follow up pupil progress at appropriate stages – reporting to the Headteacher, SLT line manager, Trustees and parents/carers on groups and individual pupils.
- To seek out “best practise” with regards to SEND strategies and interventions and then advocate, implement and lead these modifications to improve systems and outcomes when required.
- To make use of analysis and evaluate performance data provided, taking appropriate action to secure improvement for individuals and groups of pupils.
- To make a contribution to the discussions on target setting for the pupils supported and to work towards the achievement of the targets set.
- To Chair and Co-ordinate the EHCP annual review process.

### **Leading and Managing Staff**

- Lead and line manage specialist SEN teachers, SEN support staff (including 1-1 LSA's) and other professionals who work in our school
- To take part in the recruitment and selection of staff
- Be available to attend governing body meetings when necessary
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion
- To ensure that all newly appointed staff have adequate support as part of their initial and on-going induction
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school

### **Behaviour management**

- To make sure that support, provision and supervision is of a high standard throughout the day including lunchtimes and playtimes, particularly our structured lunch club.
- Ensure that all staff know, understand and implement policies relevant to the role, including inclusion, behaviour and anti-bullying and equalities and to keep these policies under review