

Purpose of role

To assist the SENCO in leading an effective inclusion provision for pupils with SEND within the school.

General duties and responsibilities

- To manage appropriate resources for Special Needs and ensure that they are used efficiently, effectively and safely
- To work with the SENCO to develop and implement intervention groups and support.
- To provide all those with involvement in Special Needs the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- To manage and maintain Learning Plans and provisions using the school's internal SEND data base 'Provision Map'.
- Ensure that staff are kept informed of developments involving pupils with SEND and advise on areas to develop and support.
- Work with the SENCO and other staff to ensure that learning plans are used to set subject specific targets and match work effectively to pupils' needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of pupils with SEND.
- To work with the SENCO to promote an inclusive curriculum.
- To liaise with and inform parents/carers about the specifics of SEND provision for their child under the direction of the SENCO.
- To support meetings of SEND staff, communicate information to staff and co-ordinate resulting actions.
- To offer advice and support to teaching staff in providing a 'quality-first' teaching approach, under the direction of the SENCO.
- To deputise for the SENCO in matters relating to SEND.

Transition:

- liaise with relevant schools to ensure that transition from key stage 2 to key stage 3 is managed effectively for EHCP pupils.
- liaise with relevant schools, colleges or outside agencies to ensure that transition from key stage 4 to key stage 5 is managed effectively for EHCP pupils.
- to manage the transfer of information across the relevant key stage and effectively communicate this to school staff.

Speech and Language:

- To liaise with the speech and language therapist and oversee referrals and outcomes for this area

EHC pupils:

- Alongside the SENCO, to plan and chair PCR meetings and co-produce the EHC Plans for relevant students, liaising with the APRO and parents.
- Alongside the SENCO support with new applications for EHC Plans
- To work effectively as a Form Tutor as part of a designated Year Team.

Contribution to Leytonstone School's ethos and aims

- i. To contribute to the development of appropriate resources, programmes of study, training strategies and policies within the school's CPD offer.
- ii. To oversee the consistent monitoring, tracking and evaluation of behaviour across the school and the devising of strategies to address any occurring problems, including setting pastoral targets.
- iii. To ensure the school fully reflects each schools' ethos, aims and policies, particularly those relating to equal opportunities and racial equality
- iv. To implement all school policies, procedures and relevant practices, in particular those relating to Health & Safety of staff, pupils/students and visitors.

Curriculum

- v. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- vi. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- vii. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- viii. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- ix. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- x. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- xi. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- xii. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- xiii. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- xiv. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- xv. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
- xvi. establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- xvii. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.
- xviii. To co-plan, oversee and implement collaboratively agreed aspects of the school's wider enrichment programmes.
- xv. To actively pursue the development of action research/ case-study opportunities.

Deployment of staff

- xix. set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- xx. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- xxi. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- xxii. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and right of citizens;

Quality Assurance:

- xxiii. To implement school quality assurance procedures and to ensure adherence to these.
- xxiv. To develop and maintain effective relationships with individuals and organisations including parents, the local governing body, Waltham Forest LA and the wider community to further the achievement of the school's aims.
- xxv. To support work with external agencies and organisations to ensure that any barriers to learning for individuals are overcome.
- xxvi. To implement modification and improvement where required

Communications:

- xxvii. To ensure effective communication and consultation, as appropriate, between teachers at Leytonstone School.
- xxviii. Publicise and celebrate achievements, including managing the local and national media for this purpose.
- xxix. Assist with the organisation of open evenings, consultation evenings and other events relating to the school.
- xxx. To plan and oversee effective and streamlined communication with parents, staff and students
- xxxi. Attend relevant LA meetings and events as required by the strategic focus of the role.

Marketing and PR:

- xxxii. To contribute to marketing activities for Leytonstone School.
- xxxiii. To lead the development of effective links between the school and the community, attending events where necessary.
- xxxiv. To actively promote the development of effective links with external agencies.

These duties are neither exclusive nor exhaustive. The details and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by the Head Teacher and SLT that are broadly within the level of the post.

This post is subject to an enhanced Criminal Records Bureau disclosure. The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.

Reporting to: Head of Inclusion/ SENCO

Responsible for: LSAs within the Inclusion Department

PERSON SPECIFICATION

		Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R)
Teaching Qualifications and Experience			
1.	Qualified Teacher Status	E	A
2.	Degree	E	A
3.	Demonstrates successful practice as a teacher in a secondary school	E	A/I/R
Professional experience and practice			
4.	To have knowledge and experience of working with SEND pupils, with an understanding of the EHC process	E	A/I/R
5.	Able to plan and deliver curriculum in a variety of core and foundation subject areas	D	A/I/R
6.	Commitment to improving practice through appropriate professional development	E	A/I/R
7.	Reflective practitioner	E	A/I/R
8.	Demonstrate an understanding and proactive approach to safeguarding equal opportunities, health and safety and other policies and practices	E	A/I/R
9.	Act upon advice and feedback and demonstrate ability to coach and mentor	E	A/I/R
Ability and Skills			
10.	Demonstrate ability to work well in collaboration with others	E	A/I/R
11.	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil	E	A/I/R
12.	Communicate effectively with children, colleagues, stakeholders etc.	E	A/I/R
13.	Effective time management and organisation skills	E	A/I/R
14.	High standards of personal and professional conduct	E	A/I/R
Personal Attributes			
15.	Personal impact and presence	E	A/I/R
16.	Adaptability to changing circumstances and new ideas	E	A/I/R
17.	Vigour and perseverance	E	A/I/R
18.	Enthusiasm, resilience, reliability and integrity	E	A/I/R
Leytonstone School is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. Enhanced DBS Disclosure is required for this post.			