



Job Description – Class Teacher and SENCO

Job Title: Class Teacher and SENCO

Salary: Teacher Pay Scale plus SEND allowance for qualified candidates

Hours: Full Time

Contract Type: Permanent

Responsible for: SEND (including line management of TA's) and subject lead responsibility to be agreed on appointment

SENCO - Main Purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in Slimbridge Primary School.
- Be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document.

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Duties and Responsibilities

Strategic Development of SEN policy and Provision...

- Have a strategic overview of provision for pupils with SEN and/or a disability across Slimbridge Primary School, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN and/or a disability.
- Ensure the SEN policy and equality statement is put into practice and its objectives are reflected in the school development plan.

- Maintain up-to-date knowledge of national and local initiatives that may affect Slimbridge Primary School's policy and practice.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.

Operation of the SEN Policy and Co-ordination of Provision...

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN and / or a disability, and advise on the graduated approach to SEN support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA) and educational psychologist.
- Analyse assessment data for pupils with SEN and / or a disability – plan and action in response to findings.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for Pupils with SEN and / or a Disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the Slimbridge Primary School community and access to the curriculum, facilities, and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN and / or a disability

Leadership and Management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants (TA's)

- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. **The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.**

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Class Teacher Role - Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Teachers at Slimbridge Primary School 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.

The post requires you to undertake responsibility to enable teaching and learning and pupil progress to take place through a defined subject area. The post requires you to safeguard and promote the welfare of children and young people.

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

Duties and Responsibilities

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;
- Plan teaching to build on pupils' capabilities and prior knowledge;

- 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 upon teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject knowledge 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);
- Following the school's plans, curriculum and schemes of work as required.

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 school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a wide range of strategies, using praise and sanctions 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;
- Work with others on curriculum and pupil development to secure co-ordinated outcomes;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision;
- Provide cover in the unforeseen circumstance that another teacher is unable to teach;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievement and well-being;
 - × Direct and supervise support staff assigned to you, and where appropriate, other teachers;
 - × Deploy resources delegated to you.

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 the 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;

- Have regard for the need to safeguard pupil's well-being, in accordance with statutory provisions;
 - Promoting the safety and wellbeing of pupils;
 - Showing tolerance of, and respect for, the rights of others;
 - Not undermining fundamental British values and mutual respect and tolerance of those with different faiths and beliefs;
 - Ensuring that personal beliefs are not expressed in ways which exploit pupil's 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;
 - Taking part in the school's appraisal procedures;
 - Where appropriate, taking part in the appraisal and professional development of others.
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Additional Duties as Subject

To take responsibility for your subjects in school linked to the overall aims of the school and with other subject areas ensuring that pupils achieve in this specific curriculum area/aspect by: -

- leading the development of a subject scheme of work suitable for pupils of all abilities which ensures clear progression, cross curricular links and continuity within the subject across the school;
- ensuring that the school follows statutory requirements in the subject area;
- monitoring standards in teaching and learning in the subject using a range of strategies including work and planning scrutiny, pupil interviews and questionnaires, observation of learning through lesson study and learning walks;
- ensuring assessment of pupils progress in these specific areas is accurate and in line with agreed assessment process ;
- completing Annual Subject Audit and related Action Plan;
- producing, reviewing and annually updating policies;
- presenting and monitoring action plans and policies;
- leading, advising and supporting staff in their teaching of the subject to a high standard to pupils of all abilities, including leading staff/curriculum/INSET meetings/CPD;;
- keeping up-to-date with developments in the subject at local and national level, including attending training to improve knowledge particularly with regard to new initiatives;
- providing feedback and guidance to stakeholders including to governors and parents;
- ensuring resources are in good order and are effectively used to support and improve teaching and learning across the subject area;
- arranging and organising school-based in-service activities in line with subject development.

Equal Opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply the general statement of our health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification			
	Essential	Desirable	Evidence
Qualifications	-Degree or equivalent; -Qualified Teacher Status; -National Award for Special Educational Needs Co-ordinators OR a willingness to take the qualification within the next two years.	- Relevant CPD in relation to SEN and inclusion. - Coaching qualification. - A willingness to undertake further training at MA level or beyond.	-Application form
Professional knowledge, understanding and skills.	-Proven ability as an excellent classroom teacher; -Ability to work collaboratively and to lead a team; -A positive approach to promote excellent learning behaviour; -Evidence of continuing professional development. -Experience of leading a whole school initiative that demonstrates impact on teaching and learning and standards. - Experience of developing outstanding relationships with parents and working with parents to support children's progress.	- Experience of the SENCO role; - Experience in teaching across the primary age range.	-Application form -Interview -Presentation

Specific knowledge, understanding and skills	-Skilled use of data to track progress and identify possible additional needs; -Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs; - - Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs; - - Knowledge and understanding of the 2014 reforms to SEN; -Knowledge and understanding of statutory duties in relation to SEN and equality. - - Knowledge and understanding of the principles of nurture and how this leads to inclusive practice. -Understanding and knowledge of strategies that support children with ASD, ADHD and attachment.	Experience of the Boxall Profile and Provision Map to create plans and track progress; Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom.	-Application -Tasks -Presentation -Interview
Curriculum	-Excellent understanding of the National Curriculum and its implementation; -Understanding of strategies and pedagogy of meeting the needs of pupil with SEN within a mixed ability class.	Knowledge and understanding of English and Maths interventions to promote progress.	-Observation -Application
Professional Values	-Demonstrate high expectations and challenge for all pupils. -Have the strong belief that learning should be enjoyable and fun for everyone! -Be able to demonstrate that children are at the centre of all actions and provision put in place.		-Interview -Tasks -References

Personal Qualities	-Dedicated to high quality teaching and learning and wanting the absolute best for all pupils; -Display warmth, kindness, patience and sensitivity when dealing with children; - Demonstrate kindness and excellent interpersonal skills when dealing with staff; - Show the ability to listen and empathise sincerely – parents/carers, children and staff; -Be able to work collaboratively to bring out the best in people; -Be organised and able to manage your time effectively; -Demonstrate initiative –bring ideas to the table about moving provision forward.; -Non-judgemental; -Enthusiastic about being part of the SLT; -Ability to prioritise and manage time effectively.		-Application -Tasks -Observation -References
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