

## **Job Description**

### **Job purpose**

- Assist in the strategic development of SEN policy and provision in the school
- Be responsible for day-to-day operation of SEN policy and coordination of provision to support pupils with additional needs
- Provide guidance and support to colleagues, working closely with staff, parents and other agencies

## **Roles and responsibilities**

### **General**

- 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 and play an active part in the Inclusion team;
- identify training needs for staff and how to meet these needs;
- lead effective INSET for staff;
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- With support, lead appraisals for some Teaching Assistants

### **Support for Pupils**

- use the graduated approach of assess, plan, do, review, with data and advice from external agencies, to help Identify a pupil's SEN;
- coordinate provision that meets the pupil's needs, and monitor its effectiveness;
- secure and sign post relevant services for the pupil;
- ensure records are maintained and kept up to date including provision maps and pupil files;

- gather evidence and apply for statutory assessment when required
- review the education, health and care plan with parents or carers and the pupil;
- communicate regularly with parents or carers through meetings, letters, emails and phone calls;
- ensure that if the pupil transfers to another school, all relevant information is conveyed to the receiving school it, and support a smooth transition for the pupil;
- promote the pupil's inclusion in the 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 or a disability

### **Co-ordinating SEN Provision**

- maintain an accurate SEND register and provision map;
- provide guidance to colleagues on teaching pupils with SEN 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;
- monitor and analyse assessment data for pupils with SEN or a disability;
- identify, implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

### **Strategic Overview**

- Have a strategic overview of provision for pupils with SEN or disability across the school, monitoring and reviewing the quality of provision;
- contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability;
- ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan;
- encourage all members of staff to recognise and fulfill their statutory responsibilities to pupils with SEN.
- maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice;
- evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

### **School Community**

- to support partnerships with parents and carers, governors, other schools and organisations;
- to support the extended areas of the school community including after school clubs, Raglan Wrap Club and The Hub;
- to prepare reports and where appropriate attend Governing Body Meetings as directed by the Headteacher;
- to promote and/or support the wider activities of the federation including the RSA;

## **This is not a class teacher role, but all teachers are subject to the teacher's job description**

1. To plan, prepare and teach in line with statutory requirements and the school's schemes of work, ensuring teaching of the highest standard.
2. To teach, according to their educational needs, the pupils in your class, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
3. To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
4. To promote the intellectual, physical and personal abilities and aptitudes of the pupils in your class and provide guidance and advice to pupils on educational and relevant social matters.
5. To manage and support the work of any support staff working with you to deliver effective learning and pastoral support.

### **Assessment Recording and Reporting**

1. To assess, record and report on the development, progress and attainment of the pupils in your class according to the school's policies.
2. To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### **Professional Development**

1. To participate in arrangements for the appraisal of your own performance and where appropriate, that of other teachers.
2. To participate and engage in meetings at the school which relate to the curriculum, administration or organisation of the school.
3. To keep under review your methods of teaching and programmes of work; and participate in arrangements for your further training and professional development as a teacher.

### **Discipline, health and safety**

1. To maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
2. To uphold the federation's commitment to safeguarding the welfare of children and promote this with all staff, governors, parents and carers, volunteers and visitors.

### **Curriculum Development**

3. To support and advise the work of a curriculum team in order to develop the curriculum area(s) across the federation, leading to high quality schemes of work and resources.

### **Communication**

4. To communicate and work effectively as part of a team, keeping up to date with communications from the team and the wider school, including email.

5. To communicate and consult with the parents of pupils, or others who have a legitimate interest in the pupils in your class.

### **General Duties**

6. To attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.

7. To carry out particular duties as may reasonably be assigned to you by the head teacher.

8. To contribute to the overall life and work of the school.

### **Expectations for all staff:**

1. Promote and follow the positive behaviour policy of the school
2. Celebrate success of pupils and staff and the federation
3. Support the wider aspects of school life including events and special occasions
4. Be aware of the early signs of bullying and disruptive behaviour and intervening as necessary
5. Ensure that any pupils who have had an accidents or feel unwell are referred to the Welfare Officer
6. Accompanying classes on school trips where necessary
7. Attend staff training including training days as appropriate
8. Promote equality of opportunity
9. Follow safeguarding Guidelines and Child Protection policy / procedures
10. Keep their own performance under review, contributing to monitoring, evaluation and review and participate in appraisal
11. Contribute to producing / delivering priorities in the School Development Plan;
12. Be committed to achieving the federation aims and values
13. Work in partnership and professionally with all colleagues including the Governing Body; Respond promptly to concerns from parents, staff or students
14. Have regards for and act in accordance with Health and Safety policy and practice

## Person Specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status (E)</li> <li>• Evidence of professional development relevant to this role (E)</li> <li>• SENDCo qualification (D)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching within the primary phase, including evidence of outstanding teaching across one or more key stages (E)</li> <li>• Teaching within EYFS or Key Stage 1 (D)</li> <li>• Proven ability in leadership including school development and/or improvement (D)</li> <li>• Supporting other staff such as coaching, mentor etc (E)</li> <li>• Implementing teaching and learning strategies to improve quality and pupil attainment (E)</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Expert knowledge of curriculum requirements (E)</li> <li>• Expert knowledge of SEND requirements (E)</li> <li>• Expertise working with pupils with SEND (E)</li> <li>• Excellent classroom practice, constantly showing a positive and resilient approach to pupils and staff (E)</li> <li>• Robust understanding of Safeguarding and Keeping Children Safe (E)</li> <li>• Excellent communication and organisational skills (E)</li> <li>• Good IT skills (E)</li> <li>• Working knowledge of Google Workspace Tools (D)</li> <li>• Ability to communicate a vision and inspire others (E)</li> <li>• Ability to build effective working relationships with staff and other stakeholders (E)</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• High expectations for all pupils and belief in bringing out the best in all (E)</li> <li>• Commitment to upholding and promoting the ethos and values of the school (E)</li> <li>• Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school (E)</li> <li>• Ability to work under pressure and prioritise effectively (E)</li> <li>• Commitment to maintaining confidentiality at all times (E)</li> <li>• Commitment to equality (E)</li> </ul>

