**Caldew School**

**Job Description**

Job Title: **Assistant Special Educational Needs Coordinator**

Scale: **MPS/UPS +** **TLR 2b**

Post Holder:

Line Manager: **SENCO**

Appraisal Team Leader: **SENCO**

**Declaration of Care**

Caldew School is a converter Academy and as such the Governors are the employers of all staff. They are grateful for the contributions that all staff make to the life, community and well-being of the school. They are committed to exercising their duty of care for all staff, ensuring that all employees of the school have duties at work which are reasonable, and that everyone has the means to do their job well.

The Governors also recognise the importance of professional development opportunities for all staff, and that each person’s work should be kept in balance with their wider life and activities.

In order to achieve this, the governors work closely with the Headteacher, the Deputy Headteachers, and all staff. They will maintain an active Staffing Committee, ensuring that policies and procedures are up-to-date, clear, simple, and accessible. They will also ensure that an annual review of each person’s work is completed.

Each member of staff will also have a job description, based on the school’s model for the post and grade, but with individual discussion in establishing it. It will make the duties clear, but also allow for autonomy, creativity and flexibility. It will be reviewed annually, the job description forming the basis for discussion of the year’s work by the member of staff.

This Job Description has been discussed and agreed by:

Appraiser:…………………………………Appraisee: ……………………………………..

Date: ……………………………………

This Job Description is current starting in the academic year 1st September 2022 until August 2023. A renewed job description will only be issued should the role change.

**TEACHING STAFF**

Teachers of Caldew School work to the requirements of the STPCD document. All teaching staff of Caldew School are required to implement school policies consistently to ensure the smooth running of the school. They work to implement the longer term aims and objectives of the school as part of the on-going planning process each undertakes as part of their professional duties. They are expected to make a full contribution across the school as needed in order for the school to achieve its stated aims. All teachers at Caldew School are committed to achieving outstanding outcomes for the students and themselves through their professional development.

All teaching staff should attend meetings, with other staff, students, parents, and governors as is required through the directed time outlined within the school diary. This directed time will not exceed 1265 hours or the pro-rata equivalent for an individual member of staff. The school’s Directed Time Budget for 2022-23 is enclosed.

All staff at Caldew School are expected to meet the Teaching, Professional and Personal Standards as set out by Standards for Teachers 2013. It is expected that at all times teachers within the school will set the highest standards in their work, appearance and demeanour as is fitting of their status within the school and community.

**Note –** The duties required of all teachers under Pay and Conditions legislation are a necessary part of this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and may be subject to modification or amendment after consultation with the postholder.

**FORM TUTOR**

**Job Description:**

* To make sure that each student is ready to learn, focusing on attendance, punctuality, conduct, uniform, equipment, homework and, above all academic progress through active mentoring;
* To support, advise and encourage all members of the form group to raise aspirations and achievement;
* To be the main channel for communication for students within the school, and between home and school;
* To celebrate achievement both informally and through the reward system;
* To make sure that effective mentoring and coaching takes place for all students in the form group regularly throughout the year to coincide with Interim and written reports;
* To monitor the attendance and punctuality of students through correct use of the register and to improve poor performance;
* To monitor the progress of students across all subject areas, to challenge under achievement, and take steps to improve their work;
* To encourage students to take part in inter team and whole school activities.

**CLASSROOM TEACHER**

**Job Description:**

Teachers work to enable students to make good progress as a result of high quality teaching and learning by:

* Meeting the minimum standards set out for teachers and working at a level appropriate to their experience and salary level;
* Fulfilling all aspects of the Standards for Teachers which will be monitored annually as part of the Appraisal process;

**Part one: The Standards for Teachers are detailed under the following points. (Teachers must familiarise themselves with the underlying detail of each point):**

1. Setting high expectations which inspire, motivate and challenge students;
2. Promoting good progress and outcomes in every lesson;
3. Keeping abreast of developments in subject and curriculum knowledge;
4. Planning and teaching well-structured lessons;
5. Adapting teaching to respond to the strengths and needs of all students;
6. Making accurate and productive use of assessment;
7. Managing behaviour effectively to ensure a good and safe learning environment;
8. Fulfilling the wider professional responsibilities as required by the school.

**Part two: Personal and Professional Conduct**

* Upholding public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
* Having proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;
* Having an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**TEACHING AND LEARNING RESPONSIBILITY HOLDER**

TLR posts are awarded to staff on the following basis:

TLR 2 - This signifies significant responsibility not required of all classroom teachers:

* Is focused on teaching and learning;
* Requires the exercise of a teachers professional skills and judgement;
* Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
* Has an impact on the educational progress of students other than the teacher’s assigned classes or groups of students;
* Involves leading, developing and enhancing the teaching practice of other staff.

TLR 1 – All of the points above and in addition the post requires line management responsibility for a significant number of people.

The required work of all TLR holders shall include:

**Leadership of Staff:**

* To lead, support, encourage and hold accountable the staff of the department
* To maintain good progress in the teaching practices of the team, and secure high quality professional development for them;
* To ensure good/outstanding teaching across all staff within the area;
* To engage all staff in the creation, consistent implementation and improvement of schemes of work which reflect the school’s Teaching and Learning policy.

**Leadership of the Curriculum:**

* To lead, develop, support and to be accountable for the department in all aspects of its work, ensuring that it maintains the best standards in all that it does;
* To foster a positive ‘can do’ approach within the department;
* To ensure effective use of resources and capitation budget.

**Impact on Students:**

* To ensure all students feel safe, make a positive contribution, enjoy and achieve within the subject area.
* To make sure that student progress is carefully monitored through sharp and robust assessment practices, and that student outcomes are carefully analysed and lessons learned.

**Liaison with Parents/Carers, Other Staff, Outside Agencies and External Providers:**

* To communicate with parents/carers and other agencies about the progress and well-being of students throughout the curriculum area and in all year groups;
* To liaise with Heads of Year about students, their work and progress, especially those at risk of disaffection;
* To work effectively with other key leaders in the school, ensuring consistency of approach, and success for all students, of all abilities and backgrounds;
* To work within the spirit of the school’s policies and initiatives.

**SPECIFIC RESPONSIBILITIES:**

* To support the SENCO in ensuring the implementation of an inclusive curriculum for all students
* To support the SENCO in implementing a strategy to raise the achievement of students who have SEND but not an EHCP
* To manage a casework of identified students with EHCPs
* To work with the SENCO to develop, manage and maintain provision maps for students
* To give advice and support to teaching and support staff about strategies to use with SEND students
* To plan and deliver intervention work with small groups and individual students
* To support the SENCO in managing the learning centre
* To deputise for the Special Educational Needs Coordinator
* To line manage identified members of staff
* To support the development of the teaching assistants so that the support they provide both in and outside the classroom enables students to make faster progress.
* To deliver training to staff on meeting the needs of students with SEND