

## St Thomas More Primary Catholic School

### JOB DESCRIPTION

#### OVERVIEW

<b>Job Title</b>	<b>Class Teacher and Inclusion Lead</b>
<b>Closing Date</b>	12:00pm on Friday 15 <sup>th</sup> July 2022
<b>Interview Date</b>	Week beginning 18 <sup>th</sup> July 2022
<b>Salary / Scale</b>	M3 – UPS (depending on experience) + SEN allowance
<b>Contract type:</b>	Permanent - Full Time - Start date negotiable
<b>Purpose of the Position</b>	<p>The school is looking to appoint a child centered, creative, inspiring and passionate Class Teacher to join our fantastic team.</p> <p>The role will include teaching in Key Stage 2 and leading Inclusion across the school. There will be designated time out of class to carry out responsibilities, including the role of SENCO. The successful candidate will work within, and contribute towards, our strong Catholic ethos and strive to enable every child to reach their own unique, God given potential.</p>
<b>Key Responsibilities</b>	<p>The class teacher and inclusion lead, under the direction of the Headteacher will:</p> <ul style="list-style-type: none"> <li>▪ Hold class teacher responsibilities</li> <li>▪ Manage inclusion practices across the school including the establishment and management of systems for specific groups of children.</li> <li>▪ Liaise with the Trust Wellbeing and Education Link Leader and facilitate implementation of Trust approaches to inclusion.</li> <li>▪ Assist the Designated Safeguarding Officer (DSL) and Head Teacher in taking the lead on safeguarding and child protection across the school.</li> <li>▪ Coordinate referrals, arranging action and reviewing services for children and families.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Work in partnership with parents/carers and multi agencies through joint planning, training and monitoring of arrangements for the safeguarding and wellbeing of children.</li> <li>▪ Advise and support other members of staff on child welfare and child protection matters.</li> <li>▪ To provide support to pupils and their families to overcome barriers in order that learners achieve their full potential and make progress.</li> <li>▪ Line manage the family support worker in the outworking of their role.</li> <li>▪ Facilitate improvements in inclusive teaching and learning practices across the school.</li> <li>▪ Determine and implement the strategic development of special educational needs (SEND) policy and provision in the school.</li> <li>▪ Be responsible for day-to-day operation of the SEND policy and co-ordination and/or delivery of specific provision to support individual children with SEND or SEMH.</li> <li>▪ Provide professional guidance and training to colleagues, working closely with staff, parents and other agencies.</li> <li>▪ To manage the implementation of a whole school programme to improve the outcomes for disadvantaged children and to narrow the gap with others in school.</li> <li>▪ Supervise the management, tracking and evaluation of the provision for the use of the pupil premium budget and associated funding throughout the school.</li> <li>▪ Be responsible for the supervision and coordination of the delivery of specific provision to support children who have been identified as being eligible for Pupil Premium funding.</li> <li>▪ Determine the strategic approach to behaviour management across the school.</li> <li>▪ Be responsible for the supervision and management of the day to day implementation of the behaviour policy.</li> <li>▪ Facilitate support for teachers, parents and children when inclusion in class becomes a challenge.</li> <li>▪ Effectively manage the tracking of attendance across the school and the management of attendance interventions when necessary.</li> <li>▪ Be an effective member of the school senior leadership team including contributing to shared strategy and supporting the leadership team in the effective running of the school.</li> </ul>
<b>Responsible to</b>	The Headteacher
<b>Accountable to</b>	Trust Strategic Executive Lead (Chief Executive Officer)

## MAIN DUTIES

### 1. Class Teacher

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.
- Adapt teaching to respond to the strengths and needs of pupils.
- Use teaching strategies that keep pupils engaged through effective questioning, lively presentation and good use of resources.
- Create a safe and stimulating learning environment that supports learning and in which pupils feel secure and confident.
- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Participate in arrangements for preparing pupils for external tests.

### 2. SENDCo

- Have a strategic overview of provision for children with SEND or SEMH across the school, delivering, monitoring, and reviewing the quality of provision.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Liaise with other SENDCos across the Trust to effectively share good practice.
- Update and review the SEND policy as directed.
- 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.
- Maintain accurate and up to date records including a SEND register, provision map and support plans for each pupil.
- Advise on the use of the school's budget and other resources to meet children's needs effectively.
- Detail the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies including the local authority and the Trust to secure impactful provision for our children identified with SEND.
- Analyse assessment data for children with SEND.
- Lead SEND pupil progress meetings for individual children with SEND.
- Manage the provision for all children on EHC plans including the process of review ensuring that the provision for our most vulnerable children is robust and impactful.
- Implement and lead intervention groups for children with SEND, and evaluate their effectiveness.
- Identify a pupil's SEND using assessments and reports from external agencies.
- Effectively manage transition for children identified as SEND upon entry and exit from the school.

- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the headteacher and governors to ensure the school meets its responsibilities under current legislation in terms of reasonable adjustments and examination access arrangements.
- Prepare and review information the governing board is required to publish.
- Monitor teaching and learning activities to meet the needs of children with SEND
- Identify training needs for staff and facilitate staff training including leading INSET when directed.

### 3. Pupil Premium Coordinator

- Manage the monitoring of disadvantaged children's academic attainment, progress, attendance and behaviour through the analysis of data, communication with staff and student observation.
- Manage the research\*, design and initiate effective intervention strategies to improve academic attainment, progress, attendance and the behaviour of disadvantaged children. (\*e.g. local schools, nationally, the Education Endowment Foundation) including having responsibility for the strategic and creative planning of proactive strategies.
- Manage the mapping all barriers for our disadvantaged children and to ensure all barriers are supported with interventions or provision.
- Support the creation of the annual pupil premium strategy and review paperwork
- Coordinate attendance at regular pupil progress meetings in which the progress of all disadvantaged children can be discussed.
- Liaise with members of the Senior Leadership Team, SENDCO, and Family Support Worker to coordinate support for disadvantaged children.
- Coordinate the planning, preparation and delivery of intervention strategies in conjunction with the Leader of Learning in English/Maths and other Leaders of Learning as appropriate.
- Support with the design, implement, monitor and evaluate the whole school programme.
- Coordinate the work with individual and small groups of disadvantaged children, supporting and mentoring them to improve and maintain progress.
- Supervise the identification and analysis of current patterns of vulnerability of children in our school
- Manage the work with teaching and support staff across the school to support with strategies for disadvantaged children.
- Coordinate the sharing of support plans with teaching staff in respect of individual children to ensure provision at the point of implementation is quality.
- Manage the deployment of additional resources targeted at improving outcomes for disadvantaged children, and to monitor and evaluate its impact.
- Coordinate the provision of regular reports/information re children's progress to Headteacher and Governors termly.
- Coordinate and facilitate the evaluation of the impact of the quality provisions for FSM children through pupil voice, data analysis, work scrutiny, teacher feedback, and parent carer feedback to identify successful approaches in school.

### 4. Behaviour Lead

- Plan and promote strategies to encourage positive attitudes and behaviour across the school

- Monitor the implementation of the school's behaviour policy and procedures, and complete audits to suggest improvements.
- Assess the needs of children and identify those most in need of help to overcome barriers to learning, making sure these children have individual behaviour plans.
- Plan, deliver and evaluate the impact of activities to use directly with children with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities.
- Identify education and training providers who offer appropriate opportunities for children who have challenging behaviour and/or are disaffected.
- Support the reintegration of disaffected children and those who have been absent due to suspension.
- Lead supervision of children suspended or otherwise not working to a normal timetable.
- Coach, mentor and empower children to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these.
- Build and maintain productive relationships with all children, acting as a role model and mentor.
- Identify, plan, deliver and assess all training and development needs of staff with regards to managing pupil behaviour, including providing INSET.
- Coach, support and train staff to implement behaviour interventions and appropriate strategies in class, and work with staff to adapt interventions to their classroom environment.
- Support staff with the use of individual behaviour plans, and any reviews of these plans.
- Work close with relevant staff to monitor pupil progress.
- Work with the designated safeguarding lead (DSL) to support staff to understand behaviour that suggests children may be experiencing a mental health problem or be at risk of developing one, and behaviours linked to specific safeguarding issues such as drug use and alcohol abuse.
- Lead and facilitate any school improvement priorities related to behavior.
- Train and support staff in recording behaviour incidents in line with school procedures.
- Analyse and report on behaviour incidents termly, and draw up action plans where needed to address any areas for improvement.
- Complete all paperwork linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs.
- Liaise with governing board as required, such as preparing reports on behaviour and interventions.
- Build and maintain positive relations with all parents/carers, particularly those hard to reach, to encourage families to take an active role in children' learning.
- Liaise with parents/carers to discuss strategies that can help promote positive behavior.
- Carry out home visits, where necessary, to address behaviour concerns for individual children.
- Participate in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists.
- Support the referral of children to appropriate agencies.

## 5. Attendance Lead

- Manage strategies to promote the regular and punctual attendance of all children and assist with the implementation of these strategies.

- Coordinate the identification of families who find attendance a challenge and to formulate and implement strategies to improve the attendance of these families.
- Manage meetings with school staff, children and parents to identify individual problems and possible solutions.
- Manage unsupervised contact with families in response to allocated referrals i.e. home visits and /or meetings in school.
- Coordinate the establishment of reasons for non-attendance, make assessments and agree a plan for facilitating a return to school using appropriate strategies within specified timescales.
- Manage the initiation of appropriate legal action with Education Welfare Service (EWS) to ensure the school is carrying out its statutory responsibility in respect of children. This will include preparing statements, attending and presenting evidence or request the issuing of penalty notice fines or other legal sanctions and completion of appropriate referrals.
- Be fully aware of and carry out all work in line with Child Protection Procedures. This may involve attending case conferences, strategy and planning meetings as well as core groups or other meetings in relation to child protection cases that require input.
- Facilitate the management of concise records of all consultations and to write any other reports i.e. annual action plan and summaries, as required for the school.
- Manage the production of reports, often to tight timescales, using word processing and record information including statistical data, providing reports to senior managers and other professionals.
- Acquire and maintain a working knowledge of the statutory framework relating to school attendance, child employment, child protection and special needs in order to be able to offer informed advice to parents, school staff, governors and others.
- Work on initiatives which raise the awareness of school staff, parents and the community on the importance of school attendance.
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## 6. Safeguarding Officer

- Liaise with the Designated Safeguarding Lead and the Head Teacher in relation to all aspects of safeguarding
- Act as a source of support, advice and expertise within school
- Make referrals, when necessary, by liaising with the Designated Safeguarding Lead and then with relevant agencies
- Support Looked After Children and their carers and enable positive dialogue to be established between carers, social workers and school
- Promote the speedy and effective transfer of information of targeted pupils (e.g. LAC) between schools, other educational settings, carers and other agencies
- Assist in the arrangements for those moving schools, or other settings, ensuring that this is managed in an appropriate and child-centred way.
- Attend relevant meetings, strategy groups and case conferences
- Monitor targets set at PEP meetings and support programmes to meet these targets
- Maintain accurate, up-to-date, confidential documentation
- Liaise with the Designated Safeguarding Lead to monitor and coordinate appropriate training for all staff
- Liaise with the safeguarding link-governor

## 7. General

- The candidate must understand the nature and purpose of Catholic education and must be committed to sustain the Catholic identity of the school and safeguard the teaching of the Church.
- Undertake to develop the children in the understanding and knowledge of their faith in all undertakings and have due regard to the Catholic character and ethos of the school and the Trust.
- 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
- Make a positive contribution to the wider life and Catholic ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Plan and deliver Catholic acts of worship to celebrate the children's achievements
- Promote the safety and wellbeing of children, and help to safeguard children's well-being by following the requirements of Keeping Children Safe in Education and our school's protection policy
- Maintain good order and discipline among children, managing behaviour effectively to ensure a good and safe learning environment
- Ensure adherence to all Trust and school's policies but particularly regarding safeguarding, health and safety and GDPR
- Participate in the school's performance management (appraisal) process.
- To participate in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Participate in further training and development to improve own professional development.
- Participate in appropriate training provided by either the school or the Trust
- Communicate effectively with children, parents and carers
- Communicate effectively with colleagues, Trust Directors, Governors, central Trust team and other external agencies
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including Northampton Office for Religious Education, Evangelisation, Catechesis and Schools (NORES), other schools in their pastoral area, the Trust, the local authority where appropriate and other relevant organisations
- Develop effective professional relationships with colleagues, school's Leadership Team, central Trust team and other schools within the Trust.
- Be aware of the Trust's objectives relating to the provision of Catholic education. All schools/academies within the Trust are part of the Catholic Church and, as such, are to be conducted as Catholic academies in accordance with Canon Law, the teachings of the Catholic Church and the Trust Deed of the Diocese of Northampton.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Preserve the integrity and confidentiality of all people encountered as part of this role
- Have proper and professional regard for the Catholic ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Maintain strict confidentiality with respect to employee and pupil data in accordance with the Data Protection Act and Trust policies and procedures
- The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the Trust Code of Conduct. The Trust is committed to ensuring that it complies with all legislative requirements on safeguarding and child protection and that the Trust actively values and promotes diversity, unity and community cohesion and that it

supports children to become successful, compassionate citizens. The Trust will ensure a continual focus on equality as measured by pupil progress and outcomes.

- This post is subject to satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.
- The post-holder must carry out their duties with full regard to the Trust's Equal Opportunities Policy in relation to employment and service delivery.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exclusive list. The duties and responsibilities of the role may vary from time to time and the post holder may be required to undertake other duties and responsibilities commensurate with the role as directed by the Headteacher or the Trust's Strategic Executive Lead (Chief Executive Officer).



## PERSON SPECIFICATION

### 1. TRAINING AND QUALIFICATIONS

	Essential	Desirable	Evidence
Qualified Teacher Status	✓		App form
Catholic Certificate of Religious Studies or equivalent		✓	App form
Degree	✓		App form
Higher Degree		✓	App form
Recent participation in range of relevant in-service training	✓		Interview
Up to date SENDCo accreditation (NASENCO)		✓	App form interview

### 2. FAITH COMMITMENT

	Essential	Desirable	Evidence
Practising Catholic		✓	App Form Interview
Evidence of participation in life of faith community		✓	Priest reference

### 3. EXPERIENCE

	Essential	Desirable	Evidence
Evidence of successful primary school teaching experience	✓		App form interview
Evidence of successful management of school improvement		✓	App form interview
Evidence of impactful management of SEND within a school setting		✓	App form Interview
Evidence of successful management of colleagues		✓	App form interview

Evidence of strategic implementation of processes or policies		✓	App form interview
Evidence of a clear understanding of safeguarding processes and principles	✓		App form interview
Successful promotion of positive behaviour management strategies	✓		App form interview
Successful experience of accelerating rates of pupil progress	✓		App Form Interview
Experience of working with children from diverse backgrounds		✓	Interview

#### 4. SKILLS AND KNOWLEDGE

	Essential	Desirable	Evidence
Thorough knowledge of the whole primary curriculum	✓		Interview
Knowledge of effective learning strategies	✓		Interview
Good understanding of the different ways in which children learn and of a variety of teaching strategies.	✓		App form Interview
Ability to adapt teaching style to meet pupils' needs	✓		Interview
Demonstrate commitment to and understanding of the processes of inclusion and equal opportunities in particular knowledge of strategies for EAL pupils learning		✓	Interview
Ability to build effective working relationships with pupils and colleagues	✓		Interview
Knowledge of guidance and requirements regarding safeguarding children	✓		Interview
Knowledge of effective behaviour management strategies	✓		Interview
Excellent ICT skills particularly using ICT to support learning	✓		Interview
Evidence of relevant professional development	✓		App Form Interview
Knowledge of current procedures and strategies for raising standards		✓	Interview

#### 5. PERSONAL QUALITIES

	Essential	Desirable	Evidence
Committed to educating the whole child	✓		App form

			interview
Commitment to getting best outcomes for all pupils and promoting the Catholic ethos and values of the school	✓		App form interview
Demonstrate high expectations for children's attainment and progress	✓		Interview
Demonstrate ability to work under pressure and prioritise effectively	✓		Interview
Commitment to maintaining confidentiality at all times	✓		Interview
Commitment to safeguarding and diversity.	✓		Interview

## 6. CONFIDENTIAL REFERENCES AND OUTCOMES

**Applicants must be able to positively provide the following information if successfully appointed:**

At least 2 written professional references
Confirmation of professional and personal knowledge, skills and abilities
Positive recommendation from current employer or training organisation
Satisfactory health and attendance record
Satisfactory enhanced DBS check and other pre-employment checks as required

## HOW TO APPLY

Further information about the school can be viewed as follows:

School Website: [www.stthomasmorekettering.co.uk](http://www.stthomasmorekettering.co.uk)

School Facebook: St Thomas More Kettering

Trust Website: [www.olicatschools.org](http://www.olicatschools.org)

If you wish to discuss this position further or arrange to view the school; please contact Mr Fraser Donald, Headteacher, on 01536 512112 or [fdonald@stm.ket.olicatschools.org](mailto:fdonald@stm.ket.olicatschools.org)

Closing date for applications: 12:00pm on Friday 15<sup>th</sup> July 2022

Anticipated interviews: Week beginning 18<sup>th</sup> July 2022

***St Thomas More Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. The suitability of all prospective employees will be assessed during the recruitment and selection process in line with this commitment. Successful applicants will be required to undertake an enhanced DBS check.***

