

# **Glenfield Primary School**



## **JOB DESCRIPTION**

### **Head of Speech and Language Provision**

**Mainscale + TLR2B (£5,002) + SEN (£2,270)**

#### **Job Purpose**

1. To take responsibility for the education of all pupils within the Speech & Language provision.
2. To oversee and manage the teaching of pupils within the provision.
3. To manage SEN staff across the provision and school.
4. As a leading professional, the post holder will actively promote effective SEN teaching and learning practices and promote inclusion across the school.

#### **Responsible to**

- Headteacher/Deputy Headteacher in all matters.
- The post holder will be expected to lead colleagues on a professional level in order to promote a mutual understanding of the purpose of the provision and its impact on the school policy and practice.
- The post holder will be expected to liaise with colleagues and agencies, to ensure a consistency of approach regarding the education of pupils within the provision.

#### **Responsibility for**

- All staff deployed within the provision.
- Any members of staff the Headteacher delegates line management responsibility for.
- The coaching, mentoring and development of all staff.

#### **Duties and Responsibilities specific to the post**

##### **Strategic Direction**

- Formulating and supporting the school's aims, ethos, vision and policies within the provision and across the school.
- Developing positive working relationships and sustaining motivation within the provision and across the school.

- Develop, implement, monitor and maintain policies and practices which reflect the school's commitment to high achievement and expectations, which are consistent with national and school strategies and policies.
- Enhance links with the wider community, especially parents.
- Ensure the provision is fully integrated and represented within whole school policy and practice.
- Analysis of pupil performance data and monitoring of the quality of the data provided to promote good outcomes.
- Contribute to whole school development with the unit provision being integral to that.
- Ensure funding is used effectively and evaluate its impact, including for disadvantaged pupils.

### **Teaching and Learning**

- Be a lead practitioner.
- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods for pupils within the unit.
- Take a lead role in supporting the monitoring and evaluation of teaching and learning within the provision and contributing to the completion of the SEF and the development of improvement plans.
- Develop and implement systems for recording individual pupils' progress and collect and interpret specialist assessment data.
- Manage the IEP setting process and take responsibility for annual reviews.
- Coordinate an integration programme whereby pupils within the provision have access to the mainstream classes.
- Support mainstream teachers in managing the integration.
- Ensure schemes of work are differentiated to meet the children's individual needs and evaluate the impact on outcomes.
- Coordinate provision for personalised learning programmes.
- Liaise with the Senior Leadership Team.
- Report at least once a term to Governors.

### **Leading and Managing Staff**

- Make effective use of staff expertise and manage the performance and development of staff within the provision.
- Develop coaching and mentoring systems to ensure the support and development of all staff.
- Plan, delegate and evaluate work carried out by team(s) and individuals and ensure a consistent approach within the provision and across the school.
- Promote a creative and collaborative working environment.
- Create, maintain and enhance effective relationships.
- Lead groups in staff development activities and evaluate the outcomes of these.
- Evaluate practice of all staff within the provision and identify training needs.
- Ensure all documentation and record keeping is kept up to date.
- Ensure that pupils' well-being needs are met and that all safeguarding policies and procedures are followed.

## **Liaising with Parents & Agencies**

- Ensure that staff communicate effectively with parents.
- Facilitate weekly contact with parents.
- Organise curriculum and social events for parents, specifically for the provision which are beyond the school events.
- Work with the Parent Officer to ensure good home/school links.
- Ensure good links are developed and maintained with external agencies.
- Be a designated lead for safeguarding.
- Within the DSL role liaise with social services as required.

## **Resource Management**

- Identify resources needed to meet the needs of pupils within the provision, with advice from the Headteacher/Governing Body regarding priorities for expenditure.
- Ensure that appropriate resources are used to support disadvantaged pupils.
- Monitor and control the use of these resources.
- Present financial reports to the Headteacher and the Governing Body.

## **Generic Duties and Responsibilities**

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions document. In addition, the post is subject to compliance with:

- School and Trust policies and guidelines on the curriculum and school organisation.
- County policies.
- The Conditions and Service for School Teachers in England and Wales and with locally agreed conditions of employment.
- Common core of skills and knowledge for the children's workforce.
- SEN Code of Practice.

The duties and responsibilities detailed within this job description should be supplemented by the accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teacher's Pay and Conditions Document.

Scholars Academy Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

### **Safer Recruitment Statement:**

Scholars Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Successful applicants will need to undertake an enhanced Disclosure via the Disclosure Barring Service (DBS).

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our child protection Policy which can be viewed in the Policies section of our website.

# GLENFIELD PRIMARY SCHOOL

## PERSON SPECIFICATION HEAD OF SPEECH & LANGUAGE PROVISION



	Essential	Desirable
Qualifications and Professional Development	Qualified teacher status. Regular engagement in both school-based and external INSET.	Evidence of further / higher qualifications, e.g. SEN
Experience	Applicant must have substantial teaching experience and a broad understanding of education within the primary age range. Evidence of experience of SEN particularly in the area of speech and language. Experience of exercising leadership and management functions.	Experience of awareness and appreciation of differing teaching styles. Knowledge of Makaton.
Application	Application showing personal philosophy and clear understanding of the role of a leader of Speech and Language Provision.	Creative ideas to meet and extend beyond the requirements of the post.
Relationships	Evidence of working as a team member. Evidence of managing others in a collegial approach to meeting the school's aims and objectives.	
School Ethos	A clear understanding of and commitment to the school's aims and values. Evidence of ability to put the school's aims and values into practice through personal example.	Evidence of involvement in developing and promoting school aims and objectives.
Pupils	Evidence that the applicant sees the role of the school as being to provide effectively for the needs of all pupils. Evidence of strategies to promote good behaviour of pupils.	Experience of good practice in identifying individual needs and of making appropriate provision. Experience of pastoral care responsibility. Experience as a Designated Safeguarding Lead or Deputy.
Classroom Experience	Evidence of leading by example e.g. demonstration lessons. Showing good/ outstanding practice. Evidence of good classroom planning and management strategies. Ability to provide a stimulating environment. Evidence of providing a broad, balanced and relevant curriculum.	Views on the flexibility of teaching styles.
Curriculum	Evidence of possessing up-to-date comprehensive knowledge of the curriculum and developments across the foundation, KS1 and KS2 stages.	Evidence of thinking about child development and its relevance to the process of teaching and learning.
Raising Standards	Evidence of involvement on data analysis or school improvement. Experience of school target setting.	

	<p>Clear understanding of how target setting can be used to raise levels of achievement.</p> <p>Evidence of involvement in School Development planning to promote school improvement.</p> <p>Experience of monitoring and evaluation to raise standards.</p> <p>Appreciation of role of Senior Management Team in developing the strategic direction of the school.</p>	
Monitoring and Evaluation	<p>Experience of monitoring and evaluating aspects of the curriculum.</p> <p>An understanding of how the outcomes of monitoring and evaluation can be used to raise standards.</p>	Ideas about ways in which monitoring and evaluation of classroom practice can be undertaken in a large primary school.
Personnel Management	<p>Evidence of effective leadership of the work of colleagues.</p> <p>Evidence of good practice in establishing and maintaining good professional relationships.</p> <p>Evidence of leading INSET and having clear ideas about staff professional development.</p>	Knowledge of good practice in staff selection; experience of leading performance management
Resource Management	<p>Evidence of clear ideas about the deployment of people, professional competences and the use of consumable and physical resources.</p> <p>Understanding of the school budget and school financial processes.</p>	Understanding of SEN resources and use of Pupil Premium funding.
Special Educational Needs	<p>Evidence of knowledge and understanding of the implications of both Code of Practice and Disability Discrimination Act for the individual child. Evidence of understanding of inclusive education.</p>	<p>Evidence and experience of good practice in provision for SEN pupils across a range.</p> <p>Evidence of experiences of managements of SEN issues.</p>
Parents	<p>Evidence of experience of involving parents as active participants in children's education.</p> <p>Some experience of working with parents in classrooms; participation in meetings with parents.</p> <p>Demonstrate a clear understanding of the link between parental involvement and the raising of levels of achievement.</p>	
Governors	<p>A clear understanding of the role of school Governors in school improvement.</p>	Evidence of involvement with Governing Body.
Community	<p>An awareness of the need for community support and participation and ideas about developing school community links.</p>	Some experience of school and community ventures.
Communication	<p>Evidence of the ability to communicate effectively in verbal and written form to a variety of audiences.</p>	<p>Understanding of the need to communicate about the school in terms of success, image and identity.</p> <p>Appreciation of the need to keep reporting to Governors</p>