



WE ARE ASTREA

**SENDCO/CLASS TEACHER
APPLICANT BRIEF**

ATLAS ACADEMY
Part of
ASTREA ACADEMY TRUST





Open Letter from Executive Principal

Dear Candidate,

Thank you for your interest in this post at Atlas Primary Academy.

Atlas Primary Academy is a culturally diverse, vibrant community. We actively seek to provide the best opportunities for our children to flourish across all areas of the curriculum. We are dedicated to providing a stimulating, inclusive and nurturing learning environment for our children and their families.

Every child is special and we aim to provide them with rich learning experiences so that they develop into confident, capable, resilient and independent learners. We expect our children to foster a love of learning and want them to be aspirational and motivated across all areas of the school's curriculum.

Atlas is part of the wider Astrea Academy Trust - a family of 27 schools with a proven 100% track record of school improvement. The trust have a commitment to provide wider opportunities for children through their 'Astrea Promise' where children experience education beyond the classroom.

Visits to the school are warmly welcomed and can be arranged by contacting the office or myself at jonathan.moody@astreaatlas.org. Evidence of a negative Covid test will be required on arrival.

I look forward to receiving your application and hopefully discussing further with you at our selection process in due course.

Best Wishes

Jonathan Moody
Executive Principal, Atlas Primary Academy



JOB DESCRIPTION

SALARY	MPS/UPS
CONTRACT TYPE	Permanent
WORKING PATTERN	Monday – Friday
HOURS PER WEEK	32.5

Purpose

To teach primary age children and to undertake associated pastoral and administrative duties as well as other general responsibilities in the school as agreed with the Principal.

Key Responsibilities

- Create a caring atmosphere in which effort and achievement are rewarded but where it is safe to fail.
- Create a challenging environment in which learning takes place.
- Organise classroom resources in such a way that encourage self-reliance and independence on the part of the child.
- Provide mainly first hand experiences as a stimulus for learning.
- Provide a variety of practical tasks to reinforce development and encourage understanding.
- Ensure that all children receive the broad, balanced curriculum to which they are entitled including the National Curriculum.
- Plan topics, tasks and experiences, including visits outside school, to take account of the individual needs, aptitudes and abilities of all the children,
- Produce written evidence of short and long term curriculum planning.
- Gather evidence and record the development and progress of each child.
- Promote and develop good relationships with parents and other agencies.
- Provide equality and opportunity for all children.
- Keep up to date by attending courses, in-service days and reading relevant materials.
- Take shared responsibility by promoting good behaviour throughout school.
- Register the attendance of pupils in accordance to D.f.E. and L.A. regulations.
- Supervise ancillary staff and parents when helping in your classroom.
- Supervise, organise, allocate tasks and encourage students working in your classroom.
- Supervise and, as far as practicable, teach any pupils whose teacher is absent without prior notice when the Headteacher is unavailable to take an absentee's class.
- Use wisely any capitation allowance or school fund money when purchasing items for school use.
- Inform the Headteacher of new items you would like to introduce into school.
- Accept responsibility for curriculum areas negotiated between yourself and the Headteacher.
- To carry out duties in accordance with the Health and Safety at work Act, adopting safe working practices, in accordance with the Council's Safety Policy.
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.



In meeting the requirements within this aspect, the SENCO will work with specialist SEN staff to:

Strategic Direction and Development

- Organise and manage, with the involvement of other colleagues, the review and where necessary the updating of the school policy for special educational needs in order that all current statutory requirements are met
- Organise and manage, with the involvement of other colleagues, action plans for the development and resourcing of SEN
- Monitor the progress in achieving the SEN action plan and use this information to guide further improvement
- Within the school's quality assurance procedures participate in the monitoring, evaluation and review of the SEN policy and practices
- Provide appropriate advice to the Headteacher and governors to ensure that the objectives of the SEN policy are reflected in the school's strategic plan
- Analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy

Provision for Pupils

- Within the context of the school policy and the resources available organise effective management systems to ensure that the special needs of children are identified and met
- Manage systems for monitoring and recording the progress made by pupils with SEN towards the achievement of targets
- Help to maintain effective partnerships between parents and staff so as to promote pupils' learning: manage the provision of information to parents about targets, achievements and progress
- Develop and implement effective procedures for liaison between progression in learning when pupils with SEN transfer
- Develop and implement effective liaison with external agencies in order to provide maximum support for pupils with SEN

Leading and Managing Staff

- Co-ordinate and manage the work programmes of staff assigned to work with either individuals or groups of pupils with SEN
- Participate in any appraisal and/or professional development procedures for staff involved in working with pupils with SEN
- Organise regular opportunities for specialist teachers, support staff and other teachers to review the needs, progress and targets of pupils with SEN
- Arrange at least once in every three years an audit of staff training needs
- Co-ordinate the professional development of staff in relation to the effective provision for pupils SEN
- Contribute to the support organised for newly qualified teachers

Efficient and Effective Use of Resources

- Establish what resources are needed and advise the Headteacher and governors of the priorities for expenditure for special educational needs provision
- Within the school's financial procedures manage the allocated budget for special educational needs
- Allocate the available resources to meet the objectives of the SEN policy, and to achieve value for money
- Deploy staff involved in working with pupils with SEN to ensure the most effective and efficient provision
- Contribute to any necessary risk assessments relating to the provision of special educational needs



Parents and Community

- In meeting the requirements within this aspect the SENCO will work with other appropriate staff both in school and external to the school in order to:
- Develop and maintain relationships with secondary feeder schools and ensure that procedures are in place that allow for the smooth transfer of children to these schools
- Develop and keep under review the methods by which we seek the views of parents in the writing of IEPs and in Annual Reviews
- Develop and keep under review the procedures for dealing with parental
- Complaints related to SEN Code of Practice
- Maintain good working relationships with the Learning Community, ensuring that the school maximises the benefits of Learning Community membership
- Explore and build relationships with other educational providers that would be of benefit to the school, children and parents
- Explore and develop opportunities for wider community involvement in the school, including the provision of parent learning



PERSONAL SPECIFICATION

Experience

- Successful classroom experience in a primary setting
- Effective teaching and learning strategies
- Experience in interpreting statistics to support school improvement
- Involvement in School Improvement Strategies
- Knowledge of Child Protection procedures
- Successful team member in a professional setting
- Experience of curriculum design (desired)
- Understanding of the role of the Governors (desired)
- Knowledge of Local & National policies/initiatives (desired)
- Wide and varied experience across the primary age range (desired)

Qualifications

- Degree 2:1 or above
- NPQML or NPQSL (desirable)
- Recent CPD in primary education

Behaviours & Knowledge

- Good communicator with strong interpersonal skills
- Ability to motivate staff and foster a team spirit
- Ability to plan & organise effectively
- Experience of using ICT in management & data handling
- Use of ICT in teaching and learning
- Ability to manage change
- Ability to raise school achievement through wider professional input
- An ambitious and enthusiastic professional who is committed to raising standards for all
- An inspiring, well motivated teacher who secures excellent progress and attainment by exciting and engaging children through their innovative practice
- A dedicated team player who is willing to contribute to the wider life of the Academy and the Trust
- A positive individual who is able to adapt to changing circumstances and embrace new ideas
- Committed to promoting inclusion for all and ensuring that there is ambition for every learner

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org