

Hornsey School for Girls – Job Description

Teacher – Deputy SENCO

The Hornsey Vision

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average.

The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. A creative approach to teaching and learning is established and expected by all.

Hornsey students are supported by a broad curriculum that ensures they are equipped with the education, skills and passion to improve the world they live in with integrity, allowing students to flourish and be resilient in the face of challenge.

Our Performing Arts status encourages musical, dance and theatrical aspirations creating communal harmony within the school as well as enabling students to take risks and thrive.

To support this vision Hornsey students, staff, parents and governors will work in collaboration to ensure a tolerant, safe and happy learning environment where everyone is respectful and treated equally.

Hornsey School for Girls is committed to safeguarding and promoting the welfare and safety of children and young people and expect all staff and visitors to share this commitment

All teacher's job descriptions define the responsibilities of the postholder as being:

- *Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & Conditions Document (STPCD)*
- *To meet the National Professional Teacher Standards*
- *To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No.2) Order 2005*
- *To comply with Health and Safety at Work Legislation*

Re. TLR 'the teacher's duties include a significant responsibility that is not required of all classroom teachers and that-

- (a) is focused on teaching and learning;*
- (b) requires the exercise of a teacher's professional skills and judgement;*

- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;*
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and*
- (e) involves leading, developing and enhancing the teaching practice of other staff.*

Job descriptions are subject to review and amendment annually through the Performance Appraisal process.

Responsible to:	SENCO and Safeguarding Lead
Scale Code:	TLR 2B
Responsible for:	achievement of students in Intervention for Assisted Learning (IAL) for all Key stages

All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

In addition to professional duties required of all teachers, middle leaders holding a post of responsibility, will be expected to undertake the following duties for which they will receive a TLR:-

Part A

1. Learning & Teaching;

- 1.1 to demonstrate high standards of teaching thereby impacting on the learning & achievement of students and, as such, to be a positive role model to other staff
- 1.2 to prioritise learning and teaching in keeping with the school's vision and the School Improvement Plan and to ensure that the cumulative Teacher Standards are maintained
- 1.3 to increase student attainment and progress within the IAL area
- 1.4 to ensure that every student is given the opportunity and support to make progress
- 1.5 to ensure that IAL inputs into the Out of School Hours Learning (OoSHL) programme as part of its commitment to extended school opportunities
- 1.6 to be responsible for leading relevant and appropriate curriculum planning
- 1.7 to ensure that a variety of teaching styles and methods are used throughout the IAL area and are explicit in Schemes of Learning.
- 1.8 to ensure the curriculum meets statutory requirements, supported by relevant schemes of learning, lesson plans and resources
- 1.9 to implement and monitor the application of the school's homework policy within the IAL area
- 1.10 to be responsible for teaching approaches and pedagogy used within the IAL staff team
- 1.11 to be responsible for the development and selection of suitably differentiated materials for different student groupings, including 'more able students', gifted and talented students, students with LDD (Learning Difficulties and Disabilities) and students for whom English is an additional language

- 1.12 to monitor and support the overall progress and development of students within the IAL area
- 1.13 to advise team members on Behaviour For Learning and classroom management strategies appropriate to the relevant subject(s) and needs of students
- 1.14 to ensure the Behaviour Management Policy is successfully implemented in the IAL area so that effective learning can take place both in classrooms and the IAL area as a whole
- 1.15 to encourage and take responsibility for the learning environment by overseeing visual materials and classroom / school display in liaison with Heads of Dept
- 1.16 In liaison with IT support to oversee the application of ICT within the IAL area
- 1.17 to actively contribute to school developments in Enterprise, Work Related Learning & Financial Capability, ensuring students have an opportunity to develop their skills in these areas through the English curriculum
- 1.18 To coordinate a motivating and differentiated curriculum offer for students, including vocational elements across all Key Stages

2. Assessment and Making Use of Data to Track Student Progress

- 2.1 to implement assessment, monitoring and evaluation procedures consistent with national requirements and in line with school policy including Assessing Pupil Progress and setting appropriate targets for students
- 2.2 to evaluate and make use of performance data, using baseline information, to report on progress made and value added when contributing to the IAL self-evaluation report as part of the quality assurance
- 2.3 to track student progress through data analysis
- 2.4 to monitor student progress and attainment across the IAL area
- 2.5 to make use of data to set targets for individual students as well as groups and cohorts of students in identifying student underachievement and student potential
- 2.6 to regularly analyse and evaluate data to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress
- 2.7 to oversee reporting to parents on student achievement in the IAL area(s) as applicable

3. Leadership

- 3.1 to lead a team of teachers and Para-professionals in meeting the learning needs of students in the curriculum areas
- 3.2 to provide knowledgeable and innovative leadership of teaching and the curriculum
- 3.3 to demonstrate appropriate leadership behaviours which inspires confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and department level
- 3.4 to maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement
- 3.5 to implement strategic planning for the IAL team co-ordinated with the School Improvement Plan, SEF and DDPs
- 3.6 to undertake quality assurance in line with school programme and input into the School Self-Review / DDP and update on IAL area analysis
- 3.7 to promote effective teamwork and motivate staff to ensure effective, professional, working relations
- 3.8 to lead a staff team in induction, guidance, advice and preparation of references
- 3.9 to have oversight of the work of IAL team members, including monitoring, assessment and evaluation
- 3.10 to support in leading the IAL team through the process of Performance Management and self-review
- 3.11 to participate in the recruitment of relevant staff, including interviewing for staff and provide effective induction of new staff in line with school procedures

- 3.12 to take a lead in maintaining and developing monitoring and tracking systems across the IAL area
- 3.13 to collaborate with Senior Managers and Head of department / DoLs to raise pupil attainment

4. Management

- 4.1 To ensure that Health and Safety policies and practices are adhered to, including those specific to the IAL area, and that Risk Assessments are in line with national requirements and are updated where necessary
- 4.2 to be responsible for the day-to-day management of the IAL team
- 4.3 discipline: to accept responsibility for the conduct and behaviour of students within the area of responsibility and to be available to help members of staff as problems arise
- 4.4 to implement the Hornsey School Behaviour Management Policy
- 4.5 information: to provide relevant information to stakeholders as required
- 4.6 timetable: to provide information regarding the timetabling of staff and allocation of teaching groups
- 4.7 to manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- 4.8 to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the IAL area, liaising with the Cover Supervisor/relevant member staff to secure appropriate cover within the department
- 4.9 to implement and promote school policies and procedures, eg. Health & Safety, Child Protection and Equal Opportunities

5. Accountability and Monitoring

- 5.1 to be accountable for student progress and development within the IAL area
- 5.2 to be responsible for all students allocated to the IAL team including those on roll but taught elsewhere
- 5.3 to ensure that provision is made for the full ability range of students, including those with LDD, SEND, 'more able students' and students for whom English is an additional language
- 5.4 to accept overall responsibility for all aspects of internal & external examination and testing procedures as relate to the area of responsibility
- 5.5 to monitor IAL achievement and individual teacher performance in learning and teaching
- 5.6 to monitor the learning experiences of students, including undertaking work sampling and classroom observations
- 5.7 to implement and monitor the Behaviour Management Policy
- 5.8 to be accountable for the achievement of students and staff in the IAL area
- 5.9 to ensure that quality assurance procedures meet the requirements of Self Evaluation and Strategic Planning to deadlines set
- 5.10 to incorporate the key stage annual self-review report, and quality assurances reports into the IAL development plan and to meet with the SENCo/Safeguarding Lead, Senior Leadership Team and Governors to present the report annually
- 5.11 to disseminate the IAL team's direction to governors, including the link governor
- 5.12 to ensure effective communication with parents and community representatives as appropriate
- 5.13 to accept overall responsibility for all aspects of internal and external examination and testing procedures as relate to the area of responsibility
- 5.14 to monitor the work of the team using the school's monitoring procedures
- 5.15 to be accountable for the most effective use of resources and budget

6. Coaching, Mentoring and Enhancing the Professional Development of Others'

6.1 to develop and enhance the teaching practice of others, including Beginning Teachers, ECTs and teachers in their early years.

6.2 to undertake regular lesson observations, scrutiny of students' work and monitoring of colleague's performance in order to give professional feedback to IAL team members as well as to inform school self-review

6.3 to provide guidance to teachers and para-professionals within the school, and the induction of new staff, as appropriate

6.4 to help formulate and revise relevant job descriptions

6.4.1 to undertake performance management reviews and to act as reviewer for staff within the IAL area in order to provide each team member with an entitlement to self-review and to guide them in developing a continuing professional empowerment plan

6.5 to support IAL staff in developing a CPE Professional Portfolio

6.5.1 to coach and mentor staff in order to support them in their role and in order to raise the standards of both student and staff learning

6.6 to coach and mentor staff through the Teacher Standards in relation to specific student needs as appropriate

6.7 to participate in own professional development and actively support colleagues in theirs, ensuring that CPE training needs are prioritised and training disseminated

7. School Ethos

7.1 to play a full part in the life of the school community, to support its distinctive vision and ethos, including its commitment to safeguarding

7.2 to actively support the school's corporate policies and aspirations

7.3 to adhere to the staff professional code of conduct

7.4 to comply with the school's Health and safety Policy and undertake risk assessments as appropriate, paying particular attention to subject specific risk assessments

SECTION (B) SPECIFIC DUTIES FOR THIS POST –

To provide effective strategic leadership and management of the IAL Department, particularly but not exclusively for the LSA team.

To provide effective support for the SENCO/ Safeguarding Lead

Main Tasks and Responsibilities:

1. To support the SENCO/Safeguarding Lead in leading the work of the IAL Department.

2. Line manage LSAs including all aspects of performance management and overseeing LSA timetables.

3. To teach as a lead class teacher, especially but not exclusively literacy and numeracy, for up to 30% of the week.

4. Contribute to the care, guidance and support of vulnerable young people with SEND and students with emotional and behaviour needs with particular emphasis on supporting the learning, behaviour and progress of identified groups.

5. Overall responsibility for access arrangements including liaising with external bodies (JCQ), identifying students, writing reports and submissions to relevant external agencies.

6. Key link between SNS and transport to ensure service functions and students have access to transport services provided through Local Education Authorities (LEA).

7. Responsible for students with sensory impairments including liaising with specialist teachers.
8. To train and coach teachers and LSAs so that their work develops in quality with regard to SEN students.
9. To work collaboratively with teachers and LSAs to provide support and feedback recognised good practice.
10. Key worker for EHCP students, responsible for specific EHCP children, leading on the annual IEP's and monitoring of academic progress.
11. Attend and participate in Multi Agency Planning (MAP) meetings as needed.
12. To ensure that their own lessons consistently model best practice.
13. Deputise for SENCO/ Safeguarding Lead in their absence.
14. To attend school meetings as directed within the department or by the Headteacher.
15. To carry out all responsibilities in accordance with the school's and the Authority's equal opportunities policies

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Job description to be further amended as required in liaison with the SENCo/Safeguarding Lead

Signatures:

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed(Teacher) Date.....

Signed (Line Manager) Date.....

HORNSEY SCHOOL FOR GIRLS PERSON SPECIFICATION – Deputy SENCo

Experience and Qualifications:

1. Qualified teacher status with minimum of two year's teaching experience.
2. Successful experience of working with and teaching students with emotional and behavioural needs.
3. Interest and knowledge of educational issues and developments relevant to raising achievement in SEND students and evidence of participation in professional development.

Skills and Abilities

4. Ability to work hard under pressure.
5. Ability to use I.T. effectively in teaching
6. Ability to keep effective records and to analyse data
7. Good communication and organisational skills.
8. Good interpersonal skills and a strong ability to work collaboratively.
9. Excellent creative teaching ability.
10. Ability to convey enthusiasm for literacy and numeracy at relevant levels
11. Commitment to personal career development

Knowledge and Understanding

12. Knowledge and understanding of the recent developments of the SEN code of practice and statutory responsibility.
13. Knowledge of new developments in all aspects of SEND.
14. An understanding of issues surrounding raising standards and achievement for students with SEND.
15. Knowledge of the importance of appropriate planning, assessment for learning and homework.

Equal Opportunities

16. Understanding of the different social backgrounds of students.
17. Understanding of the needs of different students, and the appropriate policies and strategies to support them.
18. Understanding of the needs of bilingual students.

Qualifications:

Qualified teacher status.

Certificate in Competence in Educational Testing (CCET) (Desirable)

Certificate in Psychometric Testing, Assessment and Access Arrangements (AAC)
(Desirable)