

FELIX PRIMARY SCHOOL JOB DESCRIPTION

EYFS/KS1 ASSESSMENT SPECIALIST UNIT LEAD TEACHER

Line Managers job title:	SENCO/AHT
Salary:	MPS/UPS + TLR2
Tenure:	Permanent
Contract type:	52 weeks
% of FTE	100%

THE POST

Felix Primary School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 13 primary and 9 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Specialist Unit Lead Teacher.

Provide leadership that constructively evaluates and then drives forwards our high standards for all aspects of the Specialist Unit provision and access to main school curriculum for learners within the Specialist Unit.

Embed an ethos of high expectation and aspiration which results in staff setting and modelling challenge and expectation through teaching and interaction with pupils and families

Lead and deploy the Specialist Unit teaching team to ensure impactful performance of team members on the progress of learners

Be responsible for the strategic planning, coordination, and delivery of effective provision within the Specialist Unit.

Ensure the delivery of an accessible, broad and balanced curriculum to all Specialist Unit learners

Ensure the effective coordination, delivery and review impact of specific EHCP provision (Section F) as stipulated in individual Education Health and Care Plans

Be responsible for the Support Plans for Specialist Unit Learners

Ensure that tracking of performance data is well used to monitor progress, challenge staff and engage pupils & families.

Liaise with and support the role of external agencies to ensure that provision for Specialist Unit learners is of the highest quality

Take a lead role in the review of Specialist Learners' progress including EHCP annual reviews, PEPs etc

Liaise regularly with families, carers, learners, Subject Leaders and the SENDCO to encourage and support access to main school learning for Specialist Unit learners

Monitor the impact of the Specialist Unit curriculum on learners' behaviours for learning and make adaptations where required.

Work closely with families and carers to ensure behaviour expectations are well understood and adhered.

Support effective transition to/from Felix Primary including completing visits to current schools and communication with relevant stakeholders including transition school staff, families and external agencies.

Ensure that the SU professional development programme meets both whole cohort and individual needs, skillfully selecting whether to coach, mentor or direct.

Challenge all under-performance using transparent and fair protocols.

Ensure that Felix Primary School reflects a vibrant and inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.

PERSON SPECIFICATION

The professional competencies expected of the Specialist Unit Lead Teacher are:

Qualifications

Qualified to degree level.	Essential
Qualified Teacher Status.	Essential
Professional Development in preparation for Middle Leadership	Desirable
Professional Development in meeting the needs of SEND learners	Desirable
Level 7 Educational Assessor Qualification or experience in undertaking psychometric assessments across the spectrum of needs.	Desirable

Experience

Proven, recent, successful classroom practice that motivates, challenges and develops learners with SEND and includes excellent knowledge of how to build and sustain a learning community.	Essential
Working productively with learners, families and the wider community.	Essential
Proven experience in leading and delivering personalised curriculum provision for SEND learners	Essential
Using successful systems to monitor and evaluate student performance; ensuring excellent outcomes for all.	Essential
Experience of working within a SEND specialist Primary setting.	Essential
Experience of working as an Assistant SENDCO or SENDCO.	Desirable
Building and sustaining successful partnerships with external agencies.	Desirable
Understanding of the relationship between CPD and sustained school improvement.	Desirable
Working cooperatively with other schools in partnership.	Desirable

Skills

Lead, inspire, challenge and empower teams/individuals to perform outstandingly.	Essential
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Demonstrate personal and professional integrity and an ability to model the values and vision of the school.	Essential
Excellent communication skills with a range of audiences.	Essential
Think strategically, build and communicate a coherent vision in a range of compelling ways.	Essential
Emotional resilience in working through challenges.	Essential
Ability to form and maintain appropriate relationships and personal boundaries with children.	Essential
Demonstrate personal enthusiasm for and commitment to the learning process including a capacity for sustained hard work with energy and enthusiasm.	Essential
Give and receive effective feedback and act to improve personal performance.	Essential
Excellent skills of collaboration and networking for the benefit of pupils.	Essential

Personal Attributes

Passionate about education and educational issues.	Essential
Constant drive for improvement.	Essential
Ability and energy to inspire the best in others.	Essential
Exceptional personal integrity and character.	Essential
Evidence of commitment to continuous professional development.	Essential
Personal confidence, determination and resilience.	Essential
Displays sensitivity.	Essential
Sense of humour and approachability.	Essential
Both a team player and a leader.	Essential
Displays emotional resilience.	Essential

- Be an Outstanding Teacher (or have the potential to be) with evidence of impact on pupil outcomes with a proven track record of total commitment to helping every pupil achieve their very best and make progress;
- Have excellent understanding of what constitutes excellence in teaching and learning;
- Have a keen understanding of data and be able to analyse patterns in performance over time;
- Be a positive role model for pupils and staff on a day-to-day basis;
- Collaborate effectively with staff, parents/carers and students;
- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;

- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Be able to multi-task and work under pressure;
- Be flexible and resilient in managing and executing their daily responsibilities;
- Able to demonstrate strong planning and organisational skills;
- Willingness to accept responsibility for your own actions;
- The ability to prioritise effectively, meet deadlines and accept challenges.

Planning

- Maintain high expectations of pupil behaviour, demonstrating a high level of discipline through positive and productive relationships and well-focused teaching.
- Assist in the development of schemes of work, teaching resources, marking policies and teaching strategies alongside other teachers and the subject lead.
- Assist in the development of the subject curriculum, ensuring the continued relevance to the needs of pupils.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning, setting clear targets for pupils' learning based on prior attainment.
- Identify pupils who have additional educational needs and adapt lesson planning to cater for these needs.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Teaching

- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for the specified subject area, building on pupils' prior knowledge.
- Deliver lessons appropriate to pupils' different abilities and educational needs, ensuring that they are all able to progress to their potential.
- Provide and contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Mark and monitor pupils' class and homework regularly, providing constructive oral and written feedback.
- Use assessments of pupils' progress to inform future teaching.

- Prepare informative and constructive written reports for parents which identify how each pupil is performing, and how they can improve within the classroom.
- Share and support the school's duty to provide and monitor opportunities for personal and academic growth.

Managing pupils

- Adhere to the processes outlined in the school's Behaviour Policy, ensuring that any poor levels of behaviour are dealt with appropriately.
- Through effective teaching, ensure that pupils are challenged and that best use is made of teaching time to promote good levels of behaviour.
- Employ a range of teaching methods to keep pupils engaged, e.g. through effective questioning, clear presentation and use of resources.

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

REMUNERATION

- MPS minimum – UPS maximum

The post-holder will be auto enrolled to join the Teachers' pension scheme.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.