

**The Harmony Trust**  
**Job Description**

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| <b>Job Title: Inclusion Hub Teacher (with SENDCo responsibilities for pupils in the Inclusion Hub)</b>                                                                                                 |                                                                                                                                                               |
| <b>Teachers Main Pay Scale/Upper Pay Scale + SEN Allowance + TLR2a</b>                                                                                                                                 |                                                                                                                                                               |
| <b>Responsible to:</b> Trust Senior Leader for SEND                                                                                                                                                    | <b>Responsible for:</b> Teaching within the Inclusion Team and being the SENDCo for the inclusion hub, upholding inclusive the vision and values of the trust |
| <b>Job Description</b> - This job description is based on the Teachers Standards and may be amended at any time following consultation between the post holder, Leadership Team and Board of Trustees. |                                                                                                                                                               |

**Job Purpose:**

- To offer all pupils an effective, safe, nurturing education in an environment appropriate to need, providing equality of opportunity to all, in line with Academy/Trust policies
- To deliver a specialist curriculum based on pupils needs including EHCPs and specific SEND assessment tools.
- To plan learning opportunities that enable pupils to meet their EHCP outcomes
- To lead a team of support staff working within the inclusion hub
- To deliver the appropriate curriculum including National / Foundation Stage Curriculum if appropriate.
- To work in partnership with pupils, parents, leaders, Trustees, other staff and support agencies.
- To deliver and support the work of the Inclusion Hub SENDCo

**Main Responsibilities:**

**The teacher will be expected to plan and deliver a rich, balanced curriculum which:**

- Offers pupils equality of opportunity in line with the policies of the trust and the academy
- Ensures continuity and progression within the work of the hub and the classes to and from which the children may transfer to during different transition stages.
- Exploits, in all their teaching, opportunities to develop children's skills within both their primary area of need and additional needs.

- Covers subjects of the curriculum which are delivered at an appropriate level to meet the needs of all the children in the class as identified in EHCPs.

**The teacher needs to know the children in their care well and to:**

- Plan lessons, teach and assess pupils in all subjects.
- Observe, assess and record systematically the progress of each child.
- Use observations, assessments, and data to inform planning, teaching and record keeping.
- Provide regular oral and written feedback to parents and pupils on the outcomes of their learning.
- Prepare and present reports on pupils' progress to parents.
- Identify and respond appropriately to the individual needs of each pupil.

**The teacher will use a wide range of learning and teaching strategies to:**

- Support pupils' learning and be aware of the various factors which affect the process.
- Set appropriate and challenging expectations / targets for the pupils.
- Establish clear expectations of pupils' behaviour, both in and out of the classroom.
- Create and maintain a purposeful, ordered and supportive environment.
- Ensure that the pupils are engaged, interested and motivated.
- Present learning tasks and curriculum content in an appropriate and stimulating way.
- Teach whole classes, groups and individuals where appropriate in order to achieve the best outcomes from the pupils.
- Communicate clearly and effectively with pupils through questioning, instructing, explaining and giving feedback.
- Manage effectively and economically their own and pupils time.
- Make constructive and innovative use of ICT and other high quality resources for learning.
- Organise events and trips to enhance the children's experiences and opportunities for learning.
- Ensure that the pupils are offered equality of opportunity.
- Provide staff with appropriate CPD

**The teacher will develop through the provision of appropriate training and support:**

- Effective working relationships with professional colleagues, support staff and parents.
- The ability to recognise diversity of talent and interest including that of able pupils.
- The ability to identify and provide for pupils with SEND, EAL and specific learning difficulties.
- The ability to evaluate pupils learning and recognise how their intervention enables the pupils to make good progress.
- A readiness to promote the spiritual, moral, social and cultural development of pupils.

- Their professional knowledge, skill and understanding through their continued CPD.

### **Inclusion hub SENDCo**

The main duty of this role is to undertake the learning, training and development that is needed to either be a SENDCo or work towards becoming a SENDCo (Depending on previous experience and qualifications).

The successful candidate will be required to deliver, develop and gain knowledge, skills and understanding of the following:

#### **Strategic development of SEND policy and provision**

- Have a strategic overview of provision for pupils with SEND across named hubs/ academies, monitoring and reviewing the quality of provision
- Contribute to Inclusion Hub self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is implemented and its objectives are reflected in the Inclusion development plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the trust / academy's policy and practice
- Ensure adequate resources are available to support pupil need and evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Work as an active member of the Northwest Inclusion Team, providing an effective service to the Trust.
- Engage with trust wide support and development opportunities including attending any relevant Local Authority networking opportunities

#### **Operation of the SEND policy and co-ordination of provision**

- Maintain an accurate Inclusion Hub register and provision map
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support
- Ensure efficient deployment of Tas within the Inclusion Hub to support pupils with SEND
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

#### **Support for pupils with SEN or a disability**

- Identify a pupil's SEND, support the assessment of need and suggest appropriate intervention.

- Work with leadership, staff, parents and outside agencies to ensure that resources are secured for those pupils who need it and that resources are used effectively to improve pupil outcomes
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Suggest appropriate strategies and intervention which meet pupils bespoke needs
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability within the Inclusion Hub

### **Leadership and management**

- Work with the Trust Senior leader, Trust leader, Principal and Inclusion Team to ensure the Inclusion Hub meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Inclusion Hub /academy / trust is required to publish
- Contribute to the Inclusion Hub development plan, and Trust wide policy development
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff including recorded training that is housed within the trust Universal Resource Library (URL)
- Share procedural information, such as the trust / academy SEND policy
- Promote an ethos and culture that supports the SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage nominated support staff working with pupils with SEN or a disability
- Review staff performance on an ongoing basis

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school / trust policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager.

### Person Specification – Inclusion Hub Teacher

| Category              | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                                                                                      | How Identified |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>• Qualified Teacher</li> <li>• Degree or good professional qualification</li> <li>• Evidence of professional development</li> <li>• A willing ness to complete the NPQ SENCo qualification</li> </ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• NASENCO/ NPQ SENCo qualification</li> </ul>                                                           | A              |
| <b>Knowledge</b>      | <ul style="list-style-type: none"> <li>• Sound understanding of the National Curriculum,</li> <li>• and primary practice</li> <li>• Knowledge and experience of KS1/KS2 statutory assessments</li> <li>• Knowledge of current educational developments</li> <li>• Understanding of the nature of inclusive practice</li> <li>• Sound knowledge of the SEND code of practice</li> <li>➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge of expertise in quality SEND practice</li> </ul>                                            | A/I            |
| <b>Experience</b>     | <ul style="list-style-type: none"> <li>• A minimum of 3 years teaching experience</li> <li>• Class teaching in either KS1 or KS2</li> <li>• Working in a school with a high number of Pupil</li> <li>• Premium children</li> <li>• Experience of working with children with SEND</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Class teaching in a special needs unit/school</li> <li>• Experience of conducting training</li> </ul> | A/I            |

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|                  | <ul style="list-style-type: none"> <li>• Experience of working with pupils with Speech, language and communication needs</li> <li>• Experience of working with pupils with Autism spectrum condition</li> <li>• Experience of effectively managing staff</li> </ul>                                                                                                                                                                                                                                                                    |  |     |
| <b>Skills</b>    | <ul style="list-style-type: none"> <li>• Good communication and interpersonal skills</li> <li>• Ability to set, monitor and evaluate clear targets for pupils</li> <li>• Ability to plan logically with clear objectives related to the National Curriculum</li> <li>• Good classroom practitioner</li> <li>• Skills in the use of ICT as a teaching tool</li> <li>• Good organisational skills</li> <li>• Ability to plan to meet the needs of pupils with special educational needs</li> <li>• Good record keeping skills</li> </ul> |  | A/I |
| <b>Qualities</b> | <ul style="list-style-type: none"> <li>• Ability to teach with enthusiasm and motivate pupils</li> <li>• Communicate and disseminate information at a child's level of understanding</li> </ul>                                                                                                                                                                                                                                                                                                                                        |  | A/I |

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|  | <ul style="list-style-type: none"> <li>• Ability to work collaboratively in teams</li> <li>• To be diplomatic and professional at all times</li> </ul> <p>➤ Willingness to travel across Northwest hub sites if required</p> <ul style="list-style-type: none"> <li>• Ability to work under pressure and prioritise effectively</li> </ul> |  |  |
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*Abbreviations:* AF = Application Form; I = Interview.

