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**Job description: Lead Teacher & SENCo in Treehouse Additional Resource Provision (ARP) at Dorothy Gardner Nursery School**

London Community Education Federation is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# Job details

**Salary:** Dependent on experience

**Hours:** Full time

**Contract type:** Permanent

**Reporting to:** Head of school

**Responsible for**: Early Years Educators and LSAs who work in the Treehouse

# Main purpose

In addition to:

* Fulfilling the professional responsibilities of an Early Years teacher, as set out in the [School Teachers’ Pay and Conditions document](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) and the EYFS Statutory Framework
* Meeting the expectations set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)
* To fulfil the responsibilities of SENCo (as set out in the SEND Code of Practice, 2014) for the Treehouse, and to provide support with SENCo work within the nursery
* To carry out such duties as may reasonably be directed by the Headteacher in accordance with the relevant paragraphs in the current ‘School Teachers’ Pay and Conditions Document and as specified within the Professional Standards for Teachers (TDA) according to QTS, Core or Post-Threshold levels as applicable to the post holder.

The lead teacher of the Treehouse ARP, under the direction of the head of school, will take lead responsibility of the Treehouse at Dorothy Gardner Nursery School to secure:

* High-quality care and education for children in the Treehouse in partnership with parents or carers
* Improved standards of learning and achievement for all
* That planning, preparation, recording, assessment and reporting processes are individualised around the unique strengths and needs of the learners in Treehouse and monitored for impact
* Effective use of resources to support regulation and to provide deep & rich learning opportunities
* High quality enrichment experiences for all, including Forest School
* Strong community support and partnership with all our families
* To work as part of a multi-disciplinary team to provide a fully integrated service for children and families, in line with agreed School and LA policies.
* To maintain the positive ethos and core values of the school
* To contribute to and participate in the team-working ethos of the nursery school. In particular to be a supportive and strategic link with the nursery floor promoting inclusion through-out the nursery and supporting the children who have a ‘Treehouse on the nursery Floor’ place.

# Duties and responsibilities

Strategic direction

* Promote the values and ethos of the nursery and federation, including Forest School, Parent-partnership, strengthening community and inclusion.
* Build collaboration with our partner settings, including Queens Park Family Hub for holistic family support, and next setting schools and provisions to support placements and transitions
* Lead on the implementation of all policies in line with our commitment to high-quality teaching and learning, including to lead on the implementation of our SEND policy and graduated approach
* Have an excellent understanding of how well the EYFS and specific pedagogical approaches supporting SEND included SCERTS, is being delivered within the Treehouse and the impact on pupil achievement
* Use this understanding to feed into the Treehouse evaluation report, reporting to governors and the school development plan
* Consult with pupils, parents and staff about effectiveness of teaching and learning, to inform school improvement priorities
* Work in partnership with the SENCo on the nursery floor to ensure the nursery curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities Weekly meetings with Head of School & SENCo/ARP interim lead
* Model, inspire and disseminate outstanding EYFS & SEND practice, knowledge and expertise throughout the nursery
* Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values
* To promote non-discriminatory behaviour among children, staff and all the users of the school and ensure that work is sensitive to the needs of a range of cultural and linguistic groups, is gender sensitive and values diversity.

Leading the curriculum

To provide a model of good practice in promoting the learning and development of children within the Treehouse provision, by taking a leadership role in:

* Overseeing the planning and evaluation of a curriculum that:
	+ Is diverse and inclusive
	+ Is responsive to the needs of all pupils to promote deep level learning
	+ Is well sequenced to promote pupil progress
	+ Is effectively and consistently implemented
* Daily, weekly and termly planning and evaluation meetings and briefings
* Planning for the needs of each child, using SCERTs, focus child and other formative assessments to set and implement targeted individual plans (Inclusion Passports) and make curriculum adaptations. Implement planned learning experiences and interventions with individual children and groups of children as appropriate, ensuring that each child has access to a broad, balanced relevant and differentiated curriculum.
* Coordination of the observation, assessment and recording of each child’s progress (including Focus Child assessments and tracking observations), with reference to relevant school policies and national guidelines.
* Monitoring changes relating to SEND, Early Years and school/ federation development, and share with staff as appropriate
* Making sure there is an effective system of assessment that meets the requirements of the EYFS framework and the needs of children with SEND and tracks the progress of pupils. Use this to evaluate impact on learning and identify areas of development
* Having an overarching responsibility for pupils’ achievement and standards in the Treehouse
* Promote the curriculum and nursery inclusive approach to learning to parents and all other stake-holders

Leading and managing staff

* Maintain excellent communication with the Treehouse team, and wider nursery staff team and leadership (morning briefings and afternoon de-briefs, weekly planning meetings and staff training, weekly meetings with Nursery SENCo and Head)
* Deliver team meetings and keep staff informed of SEND & EYFS developments or changes
* Provide support to staff regarding SEND, teaching and learning, resources, and planning
* To draw on the expertise and advice of colleagues within the school and of outside agencies to plan to meet the needs of individual children and their families. Coordinate external professional visits and meetings for the Treehouse to provide cohesive and effective multi-agency support around a child and family. Implement external professional advice in child support plans (Inclusion passports) and shared practice.
* Monitor teaching and learning to assess how well the EYFS is being implemented in the Treehouse and how well it is delivered
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD). Also take appropriate steps to develop own skills/expertise
* Take a leading role in inducting new staff and mentoring students in the Treehouse and making sure they uphold expected values and teaching standards
* Support staff to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
* Monitor and promote staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient and effective deployment of resources

* Take a lead role in coordinating the team to plan, organise, resource and evaluate the physical space of the Treehouse, to provide an enabling learning environment that supports emotional regulation and communication, and that offers intellectual and creative stimulus, encourages the development of complex play and fosters children’s sense of identity and self- esteem.
* Support the team to create a safe, welcoming, well-organised and enabling environment ensuring that encourages exploration, learning and independence.
* Audit the learning space regularly to evaluate the quality of the overall learning environment and how well it is adapted to promote involvement for all learners in the Treehouse
* Ensure resources used are diverse, inclusive and accessible
* Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs

**SEND Coordination**

* Lead on the implementation of the graduated approach and SEND policy in the Treehouse, fulfilling the responsibilities of the SENCo role, and support with the implementation within the wider nursery (in collaboration with the SENCo for the 2 nurseries)
* Ensure record keeping is kept organized and up to date (Inclusion Passport target setting, reviews, monitoring of provision and chronologies of involvement)
* Liase with external professionals (referrals, meetings, coordination of support) ensuring an effective and impactful multi-agency approach to support the best development for each child and support for the family.
* EHCP requests, and Annual Review meetings including timely transition to school annual reviews
* Early support for parents with finding suitable next step placements and coordinating transitions to school (including organising meetings and visits)
* Support to new schools for children transitioning (visits and sharing paperwork)
* Supporting both nurseries and parents with initial concerns of possible Treehouse children
* Liaising with external professionals and implementing guidance
* Providing support to SENCo on nursery floor with staff training, briefings, implementation and monitoring of whole nursery priorities as required
* Supporting key workers with parent meetings and home visits as required
* Monitor that support strategies for Treehouse children are being implemented on the nursery floor as well as in the Treehouse, liaise with SENCo around further training required
* Maintain and develop an inclusive learning environment and promoting a SCERTS approach, including use of transactional supports,

**Working with parents**

To promote parents’ involvement in their children’s learning and development and to support families, by working with others and leading a team to:

* Provide continuity from home to school by assessing a child’s prior knowledge, experience and interests through home visits, listening and talking to parents. Provide continuity of nursery to next setting placement by assisting parents with appropriate placement choice, and coordinating a supportive transition and information sharing with the next setting.
* Share with parents observations and assessments of their child’s progress and encourage their active participation in the record keeping process (Focus Child assessments, parent views, Dojo and recording ‘Conversations with parents’).
* Increase parents’ awareness of processes of early learning and development, and early intervention support for SEND, for example by documenting children’s work through Dojo and display, providing newsletter and other updates.
* Encourage parent involvement and community building opportunities (organizing parent support information and coffee mornings, celebrations, family days etc.)
* Disseminate information about the Treehouse and signpost parents to support for SEND (newsletters, what’s on, Local offer, local parent groups for SEND, website etc.)

Please note, 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 lead teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

# Person specification

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| criteria | qualities |
| **Qualifications and training** | * Degree
* Qualified teacher status
* Desirable: QTS with early years specialism
* SENCo qualification
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| **Experience** | Successful experience * teaching in an ARP / leading a team to support the needs of children with special educational needs and disabilities.
* teaching children with autism
* early years teaching
* in a SENCo role
* working in partnership with parents and carers
* working in collaboration with other professionals, including therapists
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| **Skills and knowledge** | * Knowledge of current theories, issues, research and good practice in early years learning and development, and related to the provision for children with special educational needs.
* A working knowledge of current research in and around autism and other special educational needs and disabilities.
* Understanding of the interrelated developmental learning and cultural needs of the young children and the implications for good practice in care and education
* Excellent understanding of what constitutes an appropriate early childhood curriculum.
* Understanding of high-quality teaching and learning strategies for early years and for children with SEND, how to adapt teaching to meet pupils’ needs and ability to model high quality teaching to others and support them to improve
* Expert knowledge of the EYFS statutory framework and the SEND Code of Practice, and other relevant legislation and guidance within the Education sector.
* The ability to plan, organise and resource an ‘enabling’ environment for young children with SEND and the ability to evaluate and assess this.
* The ability observe and interpret children’s behaviour, identify learning needs and employ appropriate teaching skills and plan appropriately levelled next steps
* Excellent communication and interpersonal skills (both verbally in in writing). Ability to build effective working relationships with staff and other stakeholders and the ability to deal with challenging situations in a calm and sensitive manner.
* A commitment and ability to work in partnership with parents/carers.
* Ability to provide care and build effective and nurturing relationships with all pupils
* Knowledge of guidance and requirements around safeguarding children
* Good IT skills
* The ability to take responsibility for leading and developing aspects of the professional practice of the Treehouse team.
* Ability to communicate a vision and inspire others.
* Understanding of and ability to engage positively with issues related to equality of opportunity.
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| **Personal qualities** | * The capacity to lead and to work collaboratively and respectfully as a member of a team.
* Dynamic, friendly and confident personality with energy, drive and the ability to motivate self and others.
* Commitment to getting the best outcomes for all pupils
* Uphold and promote the ethos and values of the school
* Excellent interpersonal skills, including observation, listening and empathy skills and the ability to consider cultural and linguistic diversity.
* Flexible working style with children, parents, carers and practitioners.
* The ability to work under pressure, prioritise effectively and maintain and model to others a ‘solution focused’ positive outlook
* Maintain confidentiality at all times
* Commitment to safeguarding, equality, diversity and inclusion
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# Notes:

This job description may be amended in consultation with the postholder.

If you do not have all of the experience listed above but are interested in applying, please contact us.