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**Job Description – SENCO/Inclusion Lead, Classroom Teacher**

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| **Post Holder:** | **TBC** |
| **Responsible to:** | **Headteacher** |
| **Salary:** | **Main/Upper Pay Scale (depending on experience) + TLR2** |
| **Based:** | **Primary** |
| **Contract Type:** | **Permanent** |
| **Subject Responsibilities:** | **SENCO/Inclusion Lead**  **RSHE Lead**  **Alternate Designated Safeguarding Lead** |

**CORE PURPOSE**:

# The SENCO, under the direction of the headteacher, will:

# Determine the strategic development of special educational needs and disability (SEN) policy and provision in the school

# Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability

# Provide professional guidance to colleagues, working closely with staff, parents and other agencies

# The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document and The Professional Standards for Teachers.

# The SENCO will be part of the school leadership team helping to continuously drive forward whole school improvements particularly those identified in the school improvement plan.

**SPECIFIC SENCO/INCLUSION LEAD DUTIES AND RESPONSIBILITIES:**

The SENCO will assist the Headteacher in the **leadership and management** of the school by:

* Working with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
* Leading on strategic development of SEN policy and provision. Ensuring the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
* Maintaining an accurate SEND register and provision map.
* Having a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
* Contributing to school self-evaluation, particularly with respect to provision for pupils with SEND
* Submitting funding applications for SEN pupils, evaluating whether funding is being used effectively, and propose changes to make use of funding more effective.
* Prepare and review information the governing board is required to publish.
* Providing guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
* Working with the Family and Inclusion Support Worker to organise provision for children with specific medical needs, care plans etc.
* Working closely with the Family and Inclusion Support Worker to put in place individual behaviour plans and disseminating to all staff ensuring consistency of application.
* Liaising with early years’ providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
* Planning timetables for intervention groups for pupils with SEN to be led by TAs, and monitor/evaluate their effectiveness.
* Ensuring records are maintained and kept up to date.
* Writing and reviewing EHCP applications where required.
* Ensuring transitions between settings are smooth and all relevant information is transferred.
* Promoting SEN pupils’ full inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

**Knowledge and Understanding of best practice in teaching of pupils with SEN:**

* Know what constitutes quality in educational provision across the school, the characteristics of effective practice and strategies for raising pupils’ achievement.
* Keep up to date with current best practice in SEND and strategies to promote pupils’ spiritual, moral, social and cultural development and good behaviour.
* Know how to seek and use national, local and school data, OFSTED evidence and research findings in developing plans to secure school improvement.

**Planning and Setting Expectations**

* Maintain an up-to-date SEN action plan which identifies priorities and targets for pupils’ achievement and progress; staff development in relation to SEND and actions around inclusion/equality.
* Plan for effective monitoring, evaluating and reviewing of the plan to secure progress and improvement across school
* Make explicit to pupils, parents, teachers and the wider community the school’s high expectations that all pupils can succeed.

**Modelling excellence in Teaching and Learning**

* Act as a role model by providing engaging and creative teaching which secures high standards of learning, behaviour and motivation.
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
* Work with other leaders to create and maintain a climate which promotes and secures effective teaching and learning, high standards of achievement and positive behaviour throughout the school.
* Be creative in finding ways to overcome barriers to pupils’ learning so that all can experience success and achieve.
* Work with others to create a culture which celebrates diversity and promotes inclusion and equality.
* Take responsibility for the leadership of RSHE as a subject
* Take responsibility for your own professional development and use the outcomes to improve your teaching and pupils’ learning

**Relations with Parents and the Wider Community**

* Actively seek opportunities to develop effective relationships with the community to extend the curriculum and to enhance teaching and learning.
* Create and maintain an effective partnership with parents of pupils to support and improve pupils’ achievement and personal development.
* Creating positive relationships with parents/carers and communicate regularly with them in order that they feel involved and informed about their child’s provision and progress.

**Managing Own Performance and Development**

* Demonstrate resilience.
* Take responsibility for own professional development.
* Prioritise and manage own time effectively, particularly in relation to balancing the demands of teaching with commitment to school leadership responsibilities, and meet deadlines
* Sustain personal motivation and through modelling promote this in all staff.

**Managing and Developing Staff and Other Adults**

* Provide advice and support for teaching assistants working with SEN pupils.
* Support the appraisal process of TAs working with SEN pupils and produce appraisal reports.
* Motivate and help to enable all staff to carry out their respective roles to the highest standards.
* Ensure that constructive working relationships are formed and maintained between staff and pupils.
* Contribute to the professional development of staff through modelling, induction and mentoring.

Signed SENCO Date

Signed Headteacher Date

**SEE BELOW FOR PERSON SPECIFICATION**

**Person Specification**

**Classroom Teacher**

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| **Job details** | |
| **Job title** | **SENCO/Inclusion Lead** |
| **School** | **Little Plumstead Primary School** |
| **Responsible to** | **Headteacher** |
| **Responsible for** | **SENCO/Inclusion Lead**  **Class teacher (KS2) – initially in a Year 5 class**  **RSHE Lead** |
| **Effective date** | **1st January 2021** |

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| **Person specification** | |
| **Essential** | **Desirable** |
| **Qualifications and Experience** | |
| * Qualified teacher status (not suitable for Early Career Teachers – must have completed induction period) * Hold or be working towards the National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Experience of working at a whole-school level * Experience in an SEN role and willing to undertake the training) * Entitled to teach and work in the UK * Degree level qualification * A commitment to own ongoing professional development * Experience teaching across the primary age phase * Willing to undertake training as a DSL | * DSL training in date * Working knowledge of CPOMS * Up to date positive handling training (e.g. Norfolk Steps – Step On) * In date First Aid qualification * Experience of promoting positive mental health and well-being * Experience of conducting training/leading INSET |
| **Person specification** | |
| **Skills/knowledge** | |
| * Good knowledge of the Special Educational Needs Code of Practice. * Skilled at making and sustaining positive relationships with children, staff and other stakeholders. * Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome barriers relating to the teaching of pupils with SEN * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies * Able to make effective relationships with parents, communicate with them clearly and actively involve them in their child’s learning. * Evidence of excellent classroom practice including strong positive behaviour management * Demonstrate good knowledge of the National Curriculum and EYFS foundation stage * Evidence of effective planning to meet the needs of all groups of pupils including children in vulnerable groups (SEND, Pupil Premium etc) * High expectations for the progress and behaviour of all children * Excellent interpersonal and communication skills * Effective oral and written communication skills * Good record keeping and ICT skills * Committed to nurturing wellbeing, physical and emotional health as well as academic progress | * First aid training * Understanding of the distinctiveness of a Church of England school * Enthusiasm for learning outside the classroom |
| **Person specification** | |
| **Personal Qualities** | |
| * Willing to uphold the Christian ethos and values of our Church of England school * Love of learning and genuine passion for working with children * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Honest and reliable * Good sense of humour and able to keep perspective under pressure * Committed to equality and the celebration of diversity * Able to use own initiative * Positive approach to change, challenge and problem solving * Resilient – ability to effectively manage own workload * Willingness to be a part of the broader life of the school | |

**The above aspects will be assessed through an application form and supporting information, documentation, references and an interview process.**

*Little Plumstead CE VA Primary School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment. To this end, you may be required to undergo pre-employment checks.*

*This post is likely to come under the requirements of the Childcare (Disqualification) Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.*