

## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	SENCo - non teaching
<b>CONTRACTED HOURS</b>	Full Time
<b>LOCATION</b>	Thomas Gainsborough School
<b>GRADE / SCALE POINT – SALARY</b>	UPS and SEND Allowance (£2,679 - £5,285) dependent on experience
<b>REPORTING TO</b>	Deputy Headteacher - Personal Development

#### INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

**INTEGRITY**

**INCLUSION**

**KINDNESS**

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

**Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in

becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

### **Responsible for:**

Supporting and improving the wellbeing, attendance, behaviour and progress of students with additional needs. This includes transition from KS2 to KS3 for vulnerable groups.

### **JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

- Work collaboratively to determine the strategic development of special educational needs and disabilities (SEND) and EAL policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- To liaise with external providers of alternative provision, including attending IYFAP meetings as required
- Leadership and development of Inclusion, Access provision, SEND, Wellbeing & Medical
- Line management of Learning Support Team

### **KEY TASKS & RESPONSIBILITIES**

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

- Have an overview of provision for students with SEND, monitoring and reviewing the quality of provision
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in school improvement activities
- Maintain an up-to-date knowledge of national and local initiatives in SEND which may affect the school's policy and practice
- Monitor and evaluate the use of SEND funding, proposing changes where appropriate

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

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEND and ensure the Pen Portrait system is understood and used to support students.
- Advise colleagues on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively
- Be aware of the provision in the local offer
- Work collaboratively and efficiently with 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
- Analyse assessment data for students with SEND
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness.

### **Support for students with SEND**

- Identify a student's SEND needs, using the school systems
- Co-ordinate provision that meets the student's needs and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Manage monitoring systems for SEND outcomes for students
- Co-ordinate and overview the Key Worker system in place for SEND students
- Review the education, health and care plan with parents or carers and the student
- Ensure there is regular communication with parents or carers in relation to SEND needs and support
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- Work with the designated teacher for Children in Care, where a looked-after student has SEND

### **Leadership and management**

- Work with the Trust Director of SEND, SLT and the School Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish in relation to SEND
- Identify training needs for staff and how to meet these needs; lead INSET training for staff
- Share procedural information such as the school's SEND policy

- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND
- Lead and manage the SEND team
- Lead staff appraisals and review staff performance on an ongoing basis according to the school cycle
- Lead the Exam Access Provision within school with the Exams Officer and Exams team

### **Broader Responsibilities**

- To work collaboratively as a member of the School Team.
- Actively contribute to and promote the overall ethos and values of the School and the wider Trust
- To play a full and active part in the life of the School Community.
- To support the safeguarding of students and staff.
- Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
- To encourage and ensure staff and students follow the example set and to challenge constructively when the standards set are not met.
- Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
- To actively promote the School's corporate identity and policies.
- Participate in training and other learning activities and performance development as required and encourage others to do the same.
- To comply with the School's Dress Code, Health and Safety Policy and to undertake Risk Assessments, as appropriate.
- Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
- Undertake any other reasonable tasks and responsibilities as requested by the line manager or Headteacher or Trust Executive Leadership Teams which fall within the scope of the post.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications/ Knowledge</b>	<ul style="list-style-type: none"> <li>• Qualified teacher &amp; SENCo</li> <li>• Degree level education</li> <li>• Working knowledge of SEND Code of Practice</li> <li>• An understanding of what Quality First Teaching is, and of effective intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis skills and ability to use data to inform provision planning</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• 5 years minimum teaching experience</li> <li>• Experience in supporting students with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working as SENDCo</li> <li>• Involvement in self-evaluation and planning</li> <li>• Experience of conducting training/leading CPD</li> <li>• Experience of line managing staff</li> <li>• Experience in organising exam access provision for formal qualifications</li> </ul>
<b>Professional Competence</b>	<ul style="list-style-type: none"> <li>• Commitment to promoting and safeguarding the welfare of all students</li> <li>• Ability to form sound relationships with colleagues and wider school community</li> <li>• Ability to deal with difficult situations in an objective and professional manner</li> <li>• Effective communication and interpersonal skills</li> <li>• High degree of discretion in dealing with confidential information</li> <li>• Ability to influence and negotiate</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Good record-keeping skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for students and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for students with SEN or a disability</li> <li>• Team player who is adaptable and committed in every aspect of professional life</li> </ul>	
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