



JOB DESCRIPTION

Job Title:

SENCO/Teacher

Location:

Greenfields Primary School and Nursery

Job Purpose:

To have strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN student achievement. To be responsible for the learning and achievement of all pupils in, ensuring equality of opportunity for all and being accountable for achieving the highest possible standards in work and conduct. To be committed in ensuring that every child will flourish. You will also be required to carry out the general professional duties of a teacher during the week and to contribute to the pastoral and co-curricular life of the school.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Headteacher

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on, or monitored with a view to being put on, the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural or medical difficulties;
- 'Looked After' pupils;
- Pupils eligible for free school meals;
- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils who the Principal considers have previously received, for any reason, an inadequate or compromised education.

LEADING AND MANAGING

- Exercise a key role in assisting the Principal in the strategic development of SEN policy / provision.
- Through attendance at Senior Leadership meetings, provide regular information to the Principal, senior leaders and, if requested, governing body on the evaluation of SEN provision.
- Attend professionals' meetings and work closely with the pastoral staff, DSL and attendance team to triage support
- Advise on, and contribute to the professional development of staff, including whole school INSET provision
- Coordinate in-school support in communication with external agencies e.g. ELSA, MHST, BOSS
- Line-manage all teaching assistants and their deployment on a daily basis
- Lead on the appraisal process for Learning Support Assistants and teaching assistants working in that capacity.
- Lead weekly meetings and CPD programme for teachers and teaching assistants: quality assuring staff are using metacognitive questioning and Bosanquet's triangle when supporting in lessons.
- Work with teachers and intervention practitioners to secure the most appropriate provision for students with SEN and those vulnerable learners, including identifying students to start the PSP, EBSA,ELSA pathway.
- Provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings.
- Co-ordinate all annual reviews and reviews of individual education plans and/or PSP and EBSA plans where appropriate and attend / chair when necessary.
- Maintain and develop resources, coordinate their development and monitor their effectiveness in meeting the objectives of school and SEN policies.
- Work with external agencies to maximise resources made available.
- Contribute to the development of policies and procedures.
- Co-ordinate all annual reviews and reviews of individual education plans and/or PSP and EBSA plans where appropriate and attend / chair when necessary.

MAIN DUTIES AND RESPONSIBILITIES

- Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary, working in partnership with the class teacher.
- Assess, record and report on development, progress and attainment of SEN students.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate.
- Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning
- Support pupils in social and emotional well-being, reporting concerns as appropriate.
- Develop and implement individual support plans for pupils (such as Individual Educational Plans, Safety plans, Health Care plans), including attendance at, and contribution to, reviews
- Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc.
- Be responsible for the preparation, maintenance and control of SEN stocks of materials and resources.
- Liaise with external agencies on a regular basis, responding to EHCP consults in a timely manner.
- Provide pastoral care to pupils.
- Be responsible for pupils who are not working to the normal timetable, or in alternative provision.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Apply detailed knowledge of the new SEND Code of Practice 2014.
- Coordinate mandatory staff training needed in support of SEN learners.

SUPPORTING THE SEN LEARNER

- Support the identification of and disseminate the most effective teaching approaches
- For individual students with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs
 - Monitoring of teaching quality and student achievement
 - Target setting – passport, provision maps, PSP, EBSA
 - Keeping accurate records – including maintenance of the whole school provision map
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Work with the Principal, leaders, teachers, and support staff to ensure all students learning is of equal importance and that there are high and realistic expectations of students.

PLANNING AND TEACHING

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time.
- Establish and maintain a purposeful working atmosphere.

- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other Academy systems.
- Establish a safe environment, which supports learning and in which students feel secure and confident.
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
 - matching the approaches used to the subject matter and students;
 - clear structure and presentation of content;
 - effective use of resources and time;
 - providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework.
- Meet the requirements of the SEND Code of Practice, implement and keep records on individual students and report progress and concerns as required.
- Evaluate own teaching critically, including taking responsibility for professional improvement targets and monitoring progress.

ASSESSMENT, RECORDING AND REPORTING

- Mark and monitor students' class work and homework as required by subject and Academy policies.
- Assess and record student progress as required by subject and the Academy's policies.
- Write reports and profiles as required.
- Participate in appropriate meetings with colleagues, parents/carers and other external agencies as appropriate.

OTHER

- Initially this role involves a 0.4FTE teaching commitment which may increase to 0.6FTE in line with the trust.
- Contribute to the work of curriculum teams.
- Take responsibility for own professional development and keep up to date with research and development.
- Cover for absent colleagues in accordance with the Academy policy.
- Contribute to examination access arrangements.
- Implement Academy policies consistently and follow the procedures outlined in the Staff Handbook.
- Supervise students during periods of unstructured recreation as per duty rota.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 - Application

2 - Test/Presentation

3 - Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
★ QTS	X		1
★ SENDCO qualification or willing to work towards	X		1,3
★ Team-teach trained (or similar) or willingness to complete	X		1,3
★ First Aid trained or willingness to complete	X		1,3
★ Excellent numeracy and literacy	X		1,2
★ Good keyboard skills and good knowledge of relevant IT packages especially MS Excel and MS Word	X		1,2
★ Ability and willingness to identify own training needs and participate in training	X		3
★ To be responsible for promoting and safeguarding the welfare of children and young people within the school	X		1,3
Experience			
★ Experience of teaching across the primary age range	X		1
★ Experience of working in more than one educational setting		X	1
★ Experience of general clerical/ administrative work		X	1
★ Experience in relevant discipline		X	1
★ Participation in work with other schools/agencies	X		1,3

Skills and Knowledge			
★ Able to use basic IT including computer, audio, video equipment and photocopier.	X		1,2
★ An understanding of classroom roles and responsibilities	X		1,3
★ Ability and willingness to provide necessary personal and intimate care to children	X		1,3
★ Knowledge and compliance with policies and procedures relevant to SEND, medical, safeguarding and health and safety	X		1,2,3
Personal Qualities			
★ Ability to work well as part of a team	X		1,2,3
★ Ability to relate well to children	X		1,2,3
★ Ability to relate well to adults including parents	X		1,2,3
★ Positive, with excellent sense of humour	X		1,3
★ Organised, with good ability to manage tasks and prioritise	X		1,2,3
★ Resilient	X		1,2,3
★ Willing to 'go the extra mile' for the children	X		1,3
★ Willingness to travel across the trust schools for training and support	X		1,3
Equal Opportunities			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	X		1,3
Safeguarding			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	X		1,2,3
★ Play an important part in the wider safeguarding of children - identifying	X		1,2,3

concerns, sharing information and taking prompt action to safeguard and protect them.			
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	X		1,2,3
Health and Safety			
★ Aware of Health & Safety and Safeguarding as appropriate to role.	X		1,3

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

David Ross Education Trust | Charnwood College| Thorpe Hill | Loughborough | Leicestershire | LE11 4SQ

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.