

Job Description

Post title:	Classroom Teacher – SENDCo
Reports to:	Head of School
Location of the post:	HCAT - Westcott Primary School
Grade:	MPS / UPS + SEN TLR

Main Purpose of the Post

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students. Responsible for the day to day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Roles and Responsibilities

Teaching and Managing Pupil Learning

1. Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
2. Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
3. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Pupil Achievement

4. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
5. Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
6. Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

Assessment and Evaluation

7. Assess how well learning objectives have been achieved and use this assessment for future teaching.
8. Mark and monitor pupils' class and homework, where given, providing constructive oral and written feedback, setting targets for pupils' progress.
9. When applicable, understand the demands expected of pupils in relation to the National Curriculum.

Relationship with Parents and the Wider community

10. Prepare and present informative reports to parents.
11. Provide opportunities to develop pupils' understanding by relating their learning to real examples, recognising that learning takes place outside the school context.
12. Liaise with agencies responsible for pupils' welfare.

Manage Own Performance and Development

13. Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
14. Share corporate responsibility the implementation of school policies and practices.
15. Set a good example to the pupils they teach in their presentation and their personal conduct.
16. Evaluate their own teaching critically and use this to improve their effectiveness.

Managing and Developing Staff and Other Adults

17. Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

18. Select and make good use of textbooks, ICT and other learning resources, which enable teaching objectives to be, met.

SEN provision

In addition to the requirements of a class teacher, areas of responsibility and key tasks:
Strategic direction and development of SEN provision in school.

- contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum;
- support all staff in understanding the needs of SEN pupils and ensure that objectives to develop SEN are reflected in the school development plan;
- regularly monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- analyse and interpret relevant school, local and national data and advise the head teacher on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to co-ordinate their

contribution, provide maximum support and ensure continuity of provision.

Responsibility

1. Responsibility for Staff:

Teaching Assistants and other adults working within their Key Stage.

2. Responsibility for Customers/Clients:

For the pupils in their care.

3. Responsibility for Budgets:

Curriculum budget area if applicable.

4. Responsibility for Physical Resources:

Requirement to ensure Health and Safety regulations are adhered to.

Decision Making

Makes decisions in connection with all the principal accountabilities listed, within current school policies and procedures.

Contact with children

This post involves contact with children in a school setting and has safeguarding responsibilities.

Contacts and Reason for the Contact:

1. Within the School

All school staff, parents, governors, the community

2. Within the Trust

Educational support staff, educational support services, other schools and educational establishments.

3. With External Bodies to the Trust

Community representatives the Council, other public services like other schools.

Risks to health

Physical demands – Occasional risk of need to use Team Teach techniques if required to restrain pupils

Working conditions – Occasional risk of people related behaviour

Emotional demands – Occasional risk of emotional demands due to the nature of pupils being supported

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and

volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAAT Policies and Procedures.

HCAAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	QTS National SENCO qualification or willing to obtain within 2 years	C C		
EXPERIENCE	Experience of teaching in a school Relevant SEN experience	AF, R AF, R, I	Experience of managing a team	AF, I
KNOWLEDGE	A knowledge and commitment to safeguarding and promoting the welfare of children and young people Excellent working knowledge of the National Curriculum and how to tailor this to the needs of the pupil Understanding of National Frameworks related to teaching Full working knowledge of relevant policies/codes of practice/legislation In depth knowledge of SEN strategies and interventions and their practical application	R, I AF, I, R AF, I, R AF, I, R AF, I, R		

	Knowledge of restorative practice	AF, I, R		
SKILLS	Excellent Literacy and Numeracy skills.	R, I		
	Specialist skills in a National Curriculum area.	AF, I, R		
	Can use ICT effectively to support learning.	R, I		
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	AF, I, R		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	AF, I, R		
	Ability to analyse data and use this to develop appropriate strategies and interventions	AF, I, R		
PERSONAL QUALITIES	First class communication skills both verbally and written.	AF, I		
	Being a good role model of spoken English.	I		
OTHER REQUIREMENTS				

*Key: AF=application form; I=interview; T=test; P=presentation; R=references, C=Certificates