

SENDCo/Class Teacher

**St. Mewan C.P. School**

Job Description & Person Specification



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Job Description

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| Purpose of the Post: | Strategic development of the schools Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement. (3 days per week)  Class teacher 2 days per week – job share with existing member of staff |
| Reporting to: | Headteacher |
| Key Contacts: | Headteacher, Deputy Headteacher, CELT SEN Lead |
| Supervisory Responsibility:  Location: | Responsible for small team of specific SEN teaching assistants and HLTA  Based at St. Mewan C.P. School but may be a requirement to travel to undertake work at or for academies within Cornwall Education Learning Trust |
| Salary Grade: | UPS + SENDCo allowance |
| Hours: | Full time |

**Principal Responsibilities:**

**SENDCo**

* Put provisions in place to ensure that progress of pupils with SEN improves relative to those without SEN.
* Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
* Support all staff in understanding the needs of SEN pupils.
* Monitor progress towards targets for pupils with SEN.
* Analyse and interpret relevant school, local and national data.
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

**Teaching and Learning**

* Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
* Work with staff to develop effective ways of bridging barriers to learning through:
  1. Assessment of needs
  2. Monitoring of teaching quality and pupil achievement
  3. Target setting – IEP’s, or Provision Maps, CAF
  4. Keeping accurate records
* Collect and interpret specialist assessment data to inform practice.
* Undertake day to day co-ordination of SEN pupils’ provisions through close liaison with staff, parents and external agencies.

**Leading and Managing**

* Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
* Contribute to the performance management process for teaching assistants;
* Advise on and contribute to the professional development of staff, including whole school INSET provision;
* Provide regular information to the head teacher and Governing Body on the evaluation of SEN provision.

**Effective deployment of staff and resources**

* Advise the head teacher and Governing Body of priorities for deployment of staff, and utilise resources with maximum efficiency;
* Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies;
* Work with external agencies to maximise resources made available.

**Other professional requirements**

* Co-ordinate all Annual Reviews and reviews of Individual Teaching Plans and CAFS where appropriate and attend / chair when necessary.
* Exercise a key role in assisting the head teacher and governors with the strategic development of SEN policy / provision.
* To demonstrate and promote positive values, attitudes and high standards of behaviour.
* To anticipate and manage behaviour constructively, promoting students’ self-control and independence.
* To remain aware and work within all relevant Academy working practices, policies and procedures.
* The post holder is responsible for his/her own self-development on a continuous basis.
* To be aware of and work in accordance with the school’s child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
* To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
* To maintain confidentiality of information acquired in the course of undertaking duties for the department.
* To meet the mobility needs of the student, assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
* To undertake other duties appropriate to the grading of the post as required.

**Teaching Responsibilities**

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
* Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school

**Duties and Responsibilities:**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the performance management process as relevant to their role in the school.

**Teaching**

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach;
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
* Be accountable for the attainment, progress and outcomes of pupils you teach;
* Be aware of pupils’ capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledges and understanding of how pupils learn;
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment;
* Make accurate and productive use of assessment to secure pupils’ progress;
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
* Use relevant data to monitor progress, set targets, and plan subsequent lessons;
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
* Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document.*

## Behaviour and Safety

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils;
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
* Have high expectations of behaviour, promoting self-control and independence of all learners;
* Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document;*
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

## Team Working and Collaboration

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
* Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document.

## Wider Professional Responsibilities

* Work collaboratively with others to develop effective professional relationships;
* Deploy support staff effectively as appropriate;
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate;
* Communicate and co-operate with relevant external bodies;
* Make a positive contribution to the wider life and ethos of the school.

### Administration

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
* Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document.*

#### Professional Development

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.
* **Other**
* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality;
* Perform any other reasonable duties as requested by the Head Teacher.

**General Responsibilities applicable to all staff:**

* To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
* To work effectively with other members of staff to meet the needs of all pupils.
* To work with professionalism in line with the Trust's Code of Conduct.
* To attend staff meetings and Trust-based INSET as required.
* To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
* To be aware of and adhere to all applicable Trust policies and procedures.
* To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

Note:

* This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
* The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
* This Job Description may be amended at any time in consultation with the postholder.

SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust’s policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance ‘Keeping Children Safe in Education’. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.

Person Specification

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| **Selection Criteria** | **Essential** | **Desirable** | **How Assessed** |
| Education and  Training | Qualified Teacher status | National Award for SENCO.  Evidence of continuous INSET with particular reference to Special Educational Needs (SEN) | Application Form / Interview |
| Skills and Experience | The SENCO should have experience of:   * Qualified teacher with at least four years’ experience in the primary sector * Evidence of continuing professional development * Evidence of work with colleagues in primary schools * Experience of leading a team of teachers on the curriculum initiative * Experience of budget management * Experience of training other teachers * Experience of working alongside other teachers in the development and learning * Experience of setting targets and monitoring, evaluating and recording progress * The SENCO will be able to: * Empathise with the difficulties of SEN pupils in accepting the curriculum * Organise and sustain systematic support from a variety of providers for a range of SEN * Manage the co-ordination of teaching assistants in support of SEN pupils * Advise and motivate teaching staff with SEN initiatives * Present clearly a wide range of specialised information to both educationalists and non-educationalists * Make consistent judgements based on careful analysis of available evidence * Excellent classroom practitioner * Good communication skills, both written and oral * Good presentation skills with the ability to enthuse and motivate others * Good organisation skills | * In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN * KS1 experience * Confident in the use of information and communication technology. * Good influencing and negotiation skills. | Application Form / Interview |
| Specialist Knowledge | The SENCO should have knowledge and understanding of:   * Strategies for meeting SEN in a mixed ability class situation * The SEN Code of Conduct and its practical application * The statementing process and the evidence needed * Behaviour management techniques for groups and individuals * Familiarity with the concepts of Gifted and Talented * Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills * Good understanding of factors promoting effective transfer of learners from one phase of education to the next * Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress | In addition the SENCO might have knowledge and understanding of:   * Using comparative information about attainment * The funding support mechanism for SEN * The roles and responsibilities of educational psychologists and of learning and behaviour support services * Pastoral support plans * An understanding of the broader secondary and primary context and Government initiatives to raise achievement * Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress * Knowledge and understanding to support EAL children |  |
| Values Related Qualities | * **Collaborate** – ability to work effectively as a team * **Empower** – ability to take initiative and problem solve in order to improve performance * **Leadership** – To lead by example and achieve shared goals * **Transformation** – ability to recognise a need for change and adapt accordingly * Willingness to share expertise, skills and knowledge * Sensitivity to the aspirations, needs and self-esteem of others * Commitment to team working * Willingness to address challenging issues with clarity of purpose and diplomacy | Willingness to attend national and regional venues for meetings and training sessions | Application Form / Interview |



CORNWALL EDUCATION LEARNING TRUST

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