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| **Job Description****SENDCo/Head of Learning Support Faculty/Classroom Teacher** |
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| **Post - SENDCo/Head of Learning Support Faculty****Scale - MPR/UPR + TLR 1a****Hours - Full Time/Full Year**   |
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| **Main Purposes of the post:**1. The post carries Leadership & Management responsibility within the Learning Support Area and, through that, across each Faculty Area in the school as a whole, with primary responsibility for the quality and success of learning for students who require specific learning support.
2. Lead the Learning Support department.
3. Carry out assessments and reviews of students, as required, to identify special needs and progress.
4. Lead and advise middle leaders, teachers, SLT parents and relevant external agencies to develop, implement, monitor and review individual support plans and learning plans.
5. Work to the Director of SEND & Learning Support, establish and maintain a culture that secures excellence, equity and high expectations of all pupils and where the cultural & behavioural norms of the school are promoted and secured.
6. Communicate highly effectively with leaders, all staff, parents and carers, including keeping very current and extremely accurate and timely records of all important exchanges with parents/carers on SIMS/CPOMS on SEND and LAC matters.
7. Manage and advise on school budgets and their effective use for SEND provision
8. Develop and maintain systems of record-keeping, ensuring information is legal, accurate and up-to-date
9. Keep up-to-date with local and national policy on SEND and cascade such information as appropriate
10. Lead all statutory provision for Looked After Children as the designated LAC Officer.

**Effective Leadership Results In:**1. Pupils who show sustained improvement in their subject knowledge, understanding & skills in relation to prior attainment;
2. Teachers & support staff who work well as a team, support the aims of the School and understand their role in improving the school and department;
3. Parents who are well informed and can contribute to their child’s achievements in the subject(s)/areas; Senior Leaders who are kept informed of the needs and achievements of the subject(s)/areas.
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| Summary of Responsibilities and Personal Duties1. **Strategic Direction & Development of Learning Support within the School**
* Lead the school’s SEND strategy, policy and practice to raise attainment and the quality of education and SEND support.
* Secure outstanding SEND and SEMH provision
* Secure the most current best practice nationally in our school for SEND and SEMH.
* Secure a highly effective programme of learning and re-orientations for such students with classroom teachers and with TA’s, in the On-Board Centre
* Work to the Director of Special Educational Needs and Learning Support to build an effective and united Learning Support Team whose ***influence permeates the work and direction of the school in line*** with the School Improvement & Pastoral Improvement Plans.
* Set objectives and achieve the stated academic targets for SEND & LAC pupils.
* Prepare and teach appropriately differentiated lessons to a good to outstanding standard in line with the teacher standards, setting an example of how best to teach SEND and LAC learners.
* **EHCPs** - reviews/complete application packs, gather information.
* Lead, liaise with and coordinate the contribution of external agencies to SEND excellence.
* Analyse and interpret the latest national, local and school data, and other evidence, to inform policy and practice in relation to SEND and CLA pupils.
1. **Teaching & Learning**

***Work to the Director of Learning Support to:***1. **Curriculum**
* Support the identification of equitable, ambitious and appropriate schemes of work across the curriculum for SEND students and promote good practice in relation to SEND pupils.
* Ensure the correct and stretching curriculum and scheme of work provision for: Catch-up Classes; Key Skills’ Groups; and Thinking Reading provision.
* Secure (by working hand-in-glove with the Faculty Leader of Mathematics and English) the development of literacy and numeracy skills for SEND and all LAC students.
* Ensure other school staff are fully aware of their roles and responsibilities in the teaching and learning of SEND pupils and ensure action is taken where this is not the case by working with the Faculty Leader.
* Provide guidance, advice and support in SEND
* Monitor and review the Homework Policy in practice from the point of view of SEND & LAC learners.
* Teach or provide Support (please refer to your existing job description for further details).
* Set work for intervention students (those in receipt of 1-2-1 or small group support) who may be, at key times absent, from school for health or disciplinary reasons where appropriate or where the teacher is absent.
* Maintain notes and plans of lessons/support, including those undertaken with intervention students.
* Oversee and secure excellence in the quality of the student learning experience and their curriculum in the OBC, working with the OBC manager.
1. **Assessment, Reporting & Target-Setting**
* Target-set and monitor specific SEND pupils through appropriate individual support plans
* Liaise with TAs and Faculty Leaders in English and Maths in order to monitor & drive the progress of identified SEND students and LAC students.
* Carry out assessments and progress checks as agreed by the school (or subject) and ensure the highly effective marking of work of those students you teach, at least in line with policy (such learners often require more forensic marking and proper time to respond to that marking to make accelerated progress).
* Attend parents’ evenings to keep parents informed as to the progress of their child, in the role of teacher and as the ACL Learning Support with appointments pre-booked (particularly for those with EHCPs, our LAC students – and their equivalent – those subject to review and those under-performing, where possible).
* Make use of specialist assessment data to inform practice (cognitive/psychiatric and other)
* Target-set and monitor SEND students through appropriate individual educational planning [IEPs].
* Make use of SIMS and SISRA in both schools for analysis and intervention for individuals or groups of pupils who may be performing well or badly (e.g. CLA, SEND), working with the Raising Achievement Manager at MHHS and the Senior Data Manager at DA.
* Be the point of contact for parents of students with SEND / or who are CLA in your schools.
1. **Behaviour, Uniform, Attendance and Punctuality**
* Lead the Learning Support Faculty to secure a pervasive & highly positive school culture through providing a highly effective learning programme, as appropriate, in the Learning Support Area.
* Set and work towards achieving strong expectations of behaviour and attainment of such pupils and with LAC students.
* Praise and reward (formally) good examples of behaviour, uniform, attendance and punctuality.
* Take a lead role in positive discipline and lead behaviour in the Learning Support Area.
* Assist teachers and Heads of Faculty Areas in ensuring speedy, effective and consistent responses to situations of poor behavior, making sure an early return to mainstream lessons without compromising the learning of others in classrooms
* Undertake responsibility for individuals as directed: teachers; support staff; and children.

**C Leading & Managing Staff & Pupils*** Lead and manage staff working within Learning Support.
* Lead Teaching Assistants, with the Faculty Leaders in English and Mathematics.
* Provide up-dates to the Director of Learning Support and SLT on the effectiveness of provision for SEND & LAC pupils: with a focus on Catch-Up Classes, Key Skills’ Groups and those using Thinking Reading.
* Lead and Contribute to professional development to improve the manner in which colleagues in school work with SEND students.
* Ensure all staff are aware of their statutory responsibilities and good practice in relation to such pupils: particularly in the case of the Code of Practice, the rights of SEND students and their families, the recording of all key exchanges and decisions on SIMS and the efficient communication of such decisions and exchanges

**D Efficient and Effective Deployment of Staff & Resources*** Ensure not a second is wasted for the learning time of SEND/LAC students when working in and around the Learning Support Area. Ensure TA time is focused on progress and teaching and ensure ‘time and motion’ in no way puts administration or breaks (which are necessary) at key teaching and learning times.
* Ensure SIMs/CPOMS is used efficiently and effectively for recording conversations, decisions, actions and Action Planning with pupils and parents.
* Support pupil reviews.
* With the Head of College and Head of Year for Year 7, lead on transition of SEND students & LAC from primary to secondary.
* Advise the Director of Learning support on the deployment of staff involved in working with SEND and SEMH pupils.
* Lead and conduct student reviews and/or make appropriate arrangements for this to be done by key others.
* Work with the Director of Learning Support to establish staff and resource needs for SEND, SEMH and CLA.
* Lead on transition of SEND and CLA students from primary to secondary with the Head of Year 7, taking key responsibility for such visits prior to starting and tours/meetings with prospective parents and the communication to others in school after such actions, on SIMS and beyond.
* Contribute to the schools’ newsflashes and staff bulletin, promoting explicitly the contribution of the Learning Support Areas and the achievements of SEND and CLA students, regularly.

**E Accountability*** Assure the quality of the Teaching and of SEND students and LAC students every day and over time, reporting swiftly any concerns to the Faculty Leader.
* To parents, carers and pupils, particularly of SEND and LAC.
* Work closely with parents & carers to develop positive school links.
* Liaise with external agencies in an effective way, but not by replacing lessons or support to lessons, with meeting time.
* Intervene and respond appropriately to ensure SEND pupils & LAC students achieve target grades or beyond (for SEND learners to catch-up their progress needs to accelerate beyond non-SEND learners and so every second and every intervention needs to count).
* Such other duties as reasonably correspond to the general character of the post and its level of responsibility.
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| SafeguardingThe person appointed must at all times ensure the safety and well-being of all pupils in their charge, including in relation to all matters concerning Child Protection and Safeguarding.**Health & Safety**The individual must work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School’s and LEA’s policies and procedures. |
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| The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the schools appraisal programme and to participate in appropriate staff training and development activities. |

***Mossley Hollins High School and the Tame River Educational Trust is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out, references will be sought and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies. It is an offence to apply for this role if you have been barred from engaging in regulated activity relevant to children***

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| **Job Description – Classroom Teacher & Form Mentor** |

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| *The School has nearly 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Faculty and subject area. We give direct leadership responsibility and opportunity to teams of staff of an area of school, led by a Senior Leader, Faculty Leader and Head of Year (Progress) who lead an Area (called a College) of school.* *This post provides classroom teaching within one* ***main****, specialist subject. You would also be a Form Mentor for a group of 26-27 pupils. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a faculty, year group and whole-school team.**As you would expect, we are looking for good to great teachers, who can support the values of our school in your good manners, hard work and honesty. Pupils will flourish, as a result of your teaching and consistently high expectations.**You will be part of a college and Faculty, as well as the school, working to your Head of Faculty and Head of Year [Progress] and alongside dedicated colleagues.* |
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| Responsible to: Faculty Leader & Head of Year [Progress]This job description is additional to the basic duties outlined in the latest School Teachers’ Pay and Conditions Document and the Teacher Standards, in accordance with the school’s policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams in a mini-school (college) structure. |

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| **Teaching, Curriculum, Literacy and Behaviour** **(The Teacher Gold Standard, Strands 1, 2, 4 and 5)*** Teach in line with policy and towards the Teacher Gold Standard (TGS)
* Plan work in accordance with the school and faculty curriculum intent.
* Plan in accordance with the subject’s schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS.
* Liaise with relevant ‘expert’ colleagues on the planning of units of work for effective collaborative delivery.
* Teach literacy (and numeracy) as part of your subject, within the requirements of our ‘*Power of Language Strategy’[POLS],*  (Strand 5 of the TGS)
* Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.
* Take account of pupils’ prior levels of attainment and build on prior learning to meet agreed academic targets
* Set work for students absent from school for health or disciplinary reasons or who are in our Pupil Development Centre.
* Set work during very rare periods of your own absence from school
* Set extremely high standards for pupils’ behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school’s Behaviour and Teaching & Learning Policies and to the TGS Strand 1 ‘*Being in Charge of your Class and Form’*.
* Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able.
* Set appropriate and demanding expectations for pupils’ learning, motivation and presentation of work.
* Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
* Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.
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| Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)* Maintain notes and plans of lessons undertaken and of students’ work and progress.
* Mark, monitor and return work in line with school policy, the TGS Strand 3 ‘*Assessing Well’* and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
* Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar
* Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
* Complete reports in line with policy and as specified in the published calendar.
* Attend parents’ evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
* Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.
* Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.
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| Pupil Development * Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
* Undertake the responsibility for a form group as part of one year group as required, including tutor/pupil interviews.
* Be the first point of contact for pupils and parents of pupils in your form group.
* Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
* Monitor (and set targets for) the personal, social and academic progress of individuals in your Form
* Ensure excellent attendance, punctuality and behaviour from all in your Form.
* Lead/support at least one co-curricular club
* Promote and develop Student Character as part of our Character Pillar Programme
* Lead/support one Elective as part of our Year 7 Elective Programme, as required.
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| Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)* Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
* Support the values of the school: manners, hard work, honesty and success
* Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.
* Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers’ Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master’s in Expert Teaching).
* Treat all members of the community, colleagues and students, with respect and consideration.
* Treat all students fairly, consistently and without prejudice using warmth and strictness.
* Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school’s high standards.
* Attend school events as required.
* Take pride in all you do and allow pupils to do the same.
* Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
* Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
* Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
* Read and adhere to the mission and core educational purposes of the Tame River Educational Trust
* Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
* Undertake duties as required
* Ensure that all deadlines are met, as published in the school calendar.
* Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader
* Be proactive and take responsibility for matters which secure health and safety.
* Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

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