



GREENWOOD
ACADEMIES TRUST

JOB SPECIFICATION

Reports To:

Why

Job Summary Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils.
- To monitor and support the overall progress and development of pupils as a teacher.
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve the highest of standards.
- To share and support the Academy's responsibility to provide and monitor opportunities for pupils' personal and academic growth.

Reporting to: Principal

Responsible for: The provision of a full learning experience and support for pupils in accordance with the professional duties of a SENDCO/teacher.

Liaising with: The Principal/Deputy Principal, teaching/support staff, external agencies and parents.

- We are seeking to appoint an experienced and qualified SENCO who will be responsible for continuing the development of our strong SEND provision across the school as well as contributing to overall leadership. As our SENCO you will take responsibility for the day-to-day day operation of the SEN policy, SEN information report and provision made by the school for pupils with learning difficulties or disabilities. You will also provide professional guidance in the area of SEND across the academy. You will be part of our wider leadership team communicating with subject leads and teaching staff to meet the needs of our SEN pupils & ensure they are able to make rapid progress in line with the academy's expectations.
- Some whole class teaching will be required.

Main Responsibilities

- Responsible for continuing the development of our strong SEND provision across the school as well as contributing to overall leadership. As our SENCO you will take responsibility for the day-to-day operation of the SEN policy, SEN information report and provision made by the school for pupils with learning difficulties or disabilities. You will also provide professional guidance in the area of SEND across the academy.
- Any other duties deemed appropriate to the role.
- MAIN (CORE) DUTIES:
- To carry out the professional duties of a school teacher as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.
- Operational/Strategic Planning
- To assist in the development of appropriate curriculum, resources, schemes of work, policies and teaching strategies across the Primary Academy.
- To contribute to development plans and it's implementation.
- To plan and prepare sequences of learning.
- Curriculum development:
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils.
- Staff development:
- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- Recruitment/deployment of staff:
 - To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
- Quality Assurance:
 - To help implement Academy quality procedures and adhere to them.
- To contribute to the process of monitoring and evaluation of curriculum areas in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
- Management information:
- To maintain appropriate records and to provide relevant, accurate and up-to-date information for MIS etc.
- To complete the relevant documentation to assist in the tracking of pupils.
- To track pupil progress and use information to inform teaching and learning.
- Communications:
- To communicate effectively with the parents of pupils as appropriate.
- To communicate and co-operate with persons or bodies outside the Academy.
 - To follow agreed policies for communications in the Academy.
- To contribute to the development of effective links with external agencies, pre schools , other primary schools and secondary schools.
- Management of resources:
 - To contribute to the process of the ordering and allocation of equipment and materials.
- To assist other leaders, teaching and support staff to identify resource needs and to contribute to the efficient/effective use of physical resources.

- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy and the pupils.
- Pastoral system:
- To promote the general progress and well-being of individual pupils.
- To liaise with the pastoral team to ensure the implementation of the Academy's support systems.
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required. To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned with the welfare of individual pupils, after consultation with the appropriate senior

How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)	
	Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	Demonstrates the Trust's ethos and adopts high standards of behaviour in their role.	
		Know how to recognise potential child abuse or neglect and follow safeguarding procedures.	
		Motivates others to take responsibility for their own Health & Safety.	
		Participate effectively as a member of a team, fostering positive relationships.	
		Efficient and methodical, monitors and attends to detail; checks for errors.	
	Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Undertake appropriate professional development to secure progress in your career.	
		Developing practice ensures effective professional contribution across the department.	
	Leading <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Developing supervision skills and provides informal leadership / direction.	
		Consults at the start and as appropriate throughout the activity and within the team.	
		Willing to accept responsibility for own activities and those of the team.	
	Task Management <i>Establishing appropriate courses of action for oneself and others to accomplish.</i>	Involved in setting tasks.	
		Makes short term (daily, weekly) considered plans.	
Conscientious in adhering to deadlines and perseveres to achieve project tasks.			
Communication <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Briefs immediate colleagues well, transferring knowledge as appropriate. Giving other opportunity to ask questions and check understanding.		
	Presents information in a structured and logical way and uses a variety of communication techniques. Taking account of the needs of the audience.		
Problem Solving/Decision Making <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Reasons logically and focuses upon solving the problem. Building upon previous experience.		
	Initiates joint decision making within own team.		
	Knows how to report, record and pass on information.		
	Deals with 'task' problems within own team.		
Context	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	Education, Qualifications and Experience (EQE)	Essential: • Desirable: •	

Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.
Data Protection	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.