



DISEWORTH C of E PRIMARY SCHOOL

Grimes Gate, Diseworth, Derby, DE74 2QD

Telephone 01332 810208

**Headteacher: Lynne Heath
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Senior Teacher with SENCO Responsibility

Job Description

Main purpose

The senior teacher, under the direction of the headteacher, will take a role in:

- ❖ Formulating the aims and objectives of the school
- ❖ Establishing policies for achieving these aims and objectives
- ❖ Managing staff and resources to that end
- ❖ Monitoring progress towards the achievement of the school's aims and objectives

The senior teacher will also have a teaching commitment and will comply with the teachers' standards and be modelling best practice for others.

They may also be required to undertake any of the duties delegated from the headteacher.

Duties and responsibilities

Leadership

Under the direction of the headteacher.

Support the headteacher in the day-to-day management of the school

Communicate the school's vision compellingly and support the headteacher's strategic leadership

Lead by example, focusing on providing excellent education for all pupils

Lead on particular whole-school strategies and policy areas

Build positive relationships with members of the school community

Keep up to date with developments in education

Seek training and continuing professional development to meet own needs

Managing staff

Under the direction of the headteacher

- ❖ Assist with the selection and recruitment of new staff
- ❖ Performance manage teaching assistants, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- ❖ Commit to their own professional development, proactively identifying development opportunities

Modelling best practice for teachers

- ❖ Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct
- ❖ Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others

Systems and processes

Under the direction of the headteacher

- ❖ Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- ❖ Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- ❖ Implement systems for managing the performance of all support staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- ❖ Work with the governing board as appropriate
- ❖ Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources in their subject area
- ❖ Support distribution of leadership throughout the school

Assessment

- ❖ Keep up to date with accepted best practice in the field of assessment, and advising others about this in your lead subject area.

Safeguarding

- ❖ Responsibilities of fulfilling a DDSL Role

SENCO Role

Teaching and learning of SEND

- ❖ Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures.
- ❖ Identify and adopt the most effective teaching approaches for SEND pupils.
- ❖ Monitor teaching and learning activities to meet the needs of SEND pupils.
- ❖ Liaise with other schools and academies to ensure continuity of support and learning for transferring SEND pupils.
- ❖ Promote inclusive best practice and contribute to the aims and ethos of the school.

Recording and assessment of SEND

- ❖ Set targets for raising achievement and ensuring progress among SEND pupils and other groups as appropriate.
- ❖ Collect and interpret specialist assessments and tracking data and share with other staff, external professionals and parents as appropriate.
- ❖ Set up and review systems for identifying SEND and assessing and reviewing SEND provision. This includes creating and monitoring EHC plans, provision maps and with class teachers and teaching assistants.
- ❖ Update the Head Teacher, Trust SENDCo and SLT on the effectiveness of provision for SEND children.
- ❖ Support staff where necessary in keeping parents informed about their child's progress through individual meetings and at parents' evenings.
- ❖ As necessary, prepare applications for EHCPs and co-ordinate and attend annual reviews.

- ❖ Assist leaders and teachers in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
- ❖ Maintain SEND register.
- ❖ Evaluate the effectiveness of provision and report to Governors.

Leadership of SEND

- ❖ Have a strategic overview of provision for students' inclusion across the school, monitoring and reviewing the quality of provision.
- ❖ Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND pupils.
- ❖ Provide training opportunities for teachers and teaching assistants to learn about inclusion.
- ❖ Disseminate good practice in inclusion across the school.
- ❖ Identify resources needed to meet the needs of SEND pupils. Work with the Senior Leadership Team and Trust SENDCo on the strategic development of SEND and inclusion, including reviewing and formulating appropriate policies and updating the school website.
- ❖ To line manage a given amount of teaching assistants, as appropriate, including carrying out appraisals and holding staff to account for their performance.
- ❖ Support pupil progress meetings by raising questions linked to the progress of pupils with SEND.
- ❖ To work with the Senior Leadership Team and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and Foundation Stage and KS2 with secondary school.
- ❖ Liaise with the Educational Psychology service and other specialist and support agencies.
- ❖ To keep abreast of developments in SEND (e.g.research, changes to the law) and inform staff as necessary.
- ❖ To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- ❖ Work with the Senior Leadership Team to plan the overall deployment of teaching assistants throughout the school.
- ❖ Undertake SEND self-evaluation, contributing to the school's SEF and school development plan and planning for continuous improvement in inclusion practice.
- ❖ Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- ❖ Model good practice in teaching pupils with SEND including those with complex needs.
- ❖ Develop links across the Trust, with external agencies and neighbouring schools and Academies.
- ❖ Work with the Governing Body as appropriate.

Any other reasonable duties that the Head Teacher may from time to time ask the postholder to perform. This Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards

Other responsibilities

The senior teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Senior Teacher with SENCO Responsibilities Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ❖ Degree (or equivalent and QTS/QTLS). ❖ Experience of leading SEND in a school. 	<ul style="list-style-type: none"> ❖ Qualified SENDCo status or specialist qualifications in SEND or will undertake to do so upon appointment. ❖ Evidence of professional development with particular focus on SEND. ❖ Lead mental health training.
Experience	<ul style="list-style-type: none"> ❖ At least 3 years teaching experience. ❖ Evidence of working collaboratively with colleagues. ❖ Experience of leading on a team initiative ❖ Experience of training other colleagues. ❖ Experience of working alongside teachers in development and learning. ❖ Experience of monitoring and raising standards. ❖ Experience of reporting to Governors or SLT 	<ul style="list-style-type: none"> ❖ Experience of teaching and working with pupils across different primary phases/key stages. ❖ Experience of teaching in KS2. ❖ Experience of working with pupils with a range of SEND. ❖ Experience of leading a subject area.
Knowledge and Understanding	<ul style="list-style-type: none"> ❖ The ability to deliver high quality education within primary phase. ❖ Strategies for meeting SEND in a class situation. ❖ Good, current understanding of pedagogical information related to pupil performance and curriculum practice. ❖ Good understanding of factors promoting effective transition of pupils from one phase of education to the next. ❖ An understanding of the principles of school improvement planning. ❖ Positive behaviour management strategies. ❖ Professional understanding of safeguarding within a school setting. 	<ul style="list-style-type: none"> ❖ The EHCP process and the evidence needed. ❖ Using tracking and assessment information. ❖ The funding support mechanism for SEND. ❖ The roles and responsibilities of multi-professional agencies, such as Educational Psychologists. ❖ An understanding of the wider primary context and initiatives to raise standards. ❖ Knowledge of how to support children with language and communication barriers. ❖ Experience of leading TA appraisals.
Skills and abilities	<ul style="list-style-type: none"> ❖ Evidence of Good or better teaching over time, evidenced by lesson observations and pupil outcomes. ❖ Empathises with the needs of SEND pupils in accessing the curriculum. ❖ Ability to organise and sustain support from a variety of SEND support providers. ❖ Manage the support of teachers and teaching assistants in support of SEND pupils. ❖ Ability to clearly present a range of information to relevant stakeholders. ❖ Ability to make consistent judgements based on evidence available. 	<ul style="list-style-type: none"> ❖ Confident in the use of ICT. ❖ Good influencing and negotiation skills. ❖ Excellent communication skills. ❖ Ability to challenge underperformance and hold others to account.

	<ul style="list-style-type: none"> ❖ Good oral and written communication skills. Ability to enthuse and motivate others. 	
Personal Qualities	<ul style="list-style-type: none"> ❖ Genuinely enjoys being with and working with children. ❖ An enthusiastic and optimistic outlook. ❖ To hold a growth mind set and believe that all children can achieve. ❖ Excellent organisational skills and an ability to work to timescales. ❖ Reflective and open to feedback. ❖ Creative in problem solving with a willingness to try new ideas. ❖ Reliability and integrity. ❖ Is flexible, friendly and approachable. ❖ Ability to lead, and work as part of a team demonstrating flexibility and interdependence. ❖ Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions. ❖ Demonstrates a high level of English grammar (spoken and written). ❖ Resilience, the ability to work under pressure and be able to meet deadlines. 	<ul style="list-style-type: none"> ❖ Own life experiences in order to enhance the cultural capital of our children.