



Sponne School

Job Description



Role: Special Educational Needs Teacher, Assistant FLL (Deputy SENDCo)
Responsible to: SENDCo DSL FLL
Based at: Sponne School Towcester
Hours: Full time permanent post (part time considered)
Grade: (MPS) M1 to M9

Job Context

To help all students to maximise their learning and reach their full potential as well as rounded members of society.

Key Responsibilities

- To assist the SENCO in making educational provision for students with SEN
- To lead on assessments and administration in line with JCQ regulations
- To support staff in the identification of students with special educational needs
- To provide specialist teaching for individual students and small groups, with a focus on specific learning difficulties
- To report on the progress of students assigned to small groups and identify targets for further improvement
- To support teachers in the planning of differentiated programmes of study as appropriate
- To foster effective home-school relationships and ensure that parents are fully informed and included in discussions about provision for their children
- To contribute to school progress and improvement by participating in the school development planning and target setting process
- To take part in school meetings, meetings with external agencies, parents evenings and other parents' information evenings as required
- To manage and maintain high quality resources for teaching and learning which enable students to achieve their highest potential
- To work in partnership with outside agencies where necessary to ensure that all students with special needs receive appropriate support according to their assessed level of need
- To participate in the writing of student digest pages
- To attend and lead a proportion of the special needs review meetings
- To contribute to professional development within the school on matters relating to SEN practice and provision

Key Tasks/Responsibilities

1. Teaching

- 1.1. To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 1.2. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 1.3. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 1.4. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. To undertake a designated programme of teaching.

- 1.5. To ensure a high quality learning experience for students which meets internal and external quality standards.
- 1.6. To prepare and update subject materials.
- 1.7. To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 1.8. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 1.9. To undertake assessment of students as requested by external examination bodies, faculty and school procedures.
- 2. Operational/Strategic Planning**
 - 2.1. To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty.
 - 2.2. To contribute to the Curriculum Area and faculty's development plan and its implementation.
 - 2.3. To plan and prepare courses and lessons.
 - 2.4. To contribute to the whole school's planning activities.**
- 3. Curriculum Provision**
 - 3.1. To assist the FLL to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- 4. Curriculum Development**
 - 4.1. To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's strategic objectives.
- 5. Staffing**
 - 5.1. To take part in the school's staff development programme by participating in arrangements for further training and professional development.
 - 5.2. To continue personal development in the relevant areas including subject knowledge and teaching methods.
 - 5.3. To engage actively in the Performance Management Review process.
 - 5.4. To ensure the effective/efficient deployment of classroom support.
- 6. Quality Assurance**
 - 6.1. To help to implement school quality procedures and to adhere to those.
 - 6.2. To contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria.
 - 6.3. To seek/implement modification and improvement where required.
 - 6.4. To review from time to time methods of teaching and programmes of work.
 - 6.5. 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 school.

7. Management Information

- 7.1. To maintain appropriate records and to provide relevant accurate and up-to date information for G4S.
- 7.2. To complete the relevant documentation to assist in the tracking of students.
- 7.3. To track student progress and use information to inform teaching and learning.
- 7.4.

8. Communication & Liaison

- 8.1. To communicate effectively with the parents of students as appropriate.
- 8.2. Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- 8.3. To follow agreed policies for communications in the school.
- 8.4. To take part in liaison activities such as parents' evenings, progress days and liaison events with partner schools.
- 8.5. To contribute to the development of effective subject links with external agencies.

9. Management of Resources

- 9.1. To contribute to the process of the ordering and allocation of equipment and materials.
- 9.2. To assist the FLL to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 9.3. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, faculty and the students.

10. Pastoral System

- 10.1. As a form tutor, promote the general progress and well-being of individual students and of the group as a whole.
- 10.2. To liaise with PLLs to ensure the implementation of the school's pastoral system.
- 10.3. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 10.4. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 10.5. To apply the behaviour management systems so that effective learning can take place.
- 10.6. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 10.7. To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 10.8. To contribute to the preparation of action plans and progress files and other reports.
- 10.9. To contribute to PSHE and citizenship and enterprise according to school policy.

11. School Ethos

- 11.1. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- 11.2. To support the school in meeting its legal requirements for worship.
- 11.3. To promote actively the school's corporate policies.
- 11.4. To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

12. Within SEN

- 12.1. To contribute to the writing and updating of Student Digest pages as required throughout the year.
- 12.2. To assist the SENCO in undertaking report writing to support the Education, Health and Care Plan process.
- 12.3. Support the SENCO in all aspects of the management of the Learning Support team and the delivery of its services
- 12.4. To lead on the process of assessing, applying for and completing the administration of the exam access arrangement process in line with the JCQ regulations
- 12.5. Liaise with the SENCo, relevant internal and external stakeholders to ensure that effective provision is in place for students with SEN
- 12.6. To assist teaching colleagues to identify and adopt the most effective teaching approaches for SEND
- 12.7. To assist the SENCo to monitor the quality of SEN teaching and learning across the wider curriculum
- 12.8. Support the SENCO in fulfilling the statutory requirements for SEN students and those with social, emotional and medical needs
- 12.9. To undertake scheduled assessments and record student progress
- 12.10. To collect and interpret assessment data
- 12.11. Develop strategies for raising achievement for SEN students and those with social, emotional and medical needs
- 12.12. Where appropriate, provide training and development for all staff
- 12.13. Assist in the management of the a team of HLTAs and Learning Facilitators
- 12.14. Deputise for the SENCO where necessary
- 12.15.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

September 2022.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.