



**The Harmony Trust  
Job Description**

<b>Job Title:</b> Specialist Practitioner for Early Inclusion	
<b>Leader Practitioner Range 1 - 6</b>	£50,025 - £56,593
<b>Responsible to:</b> Senior Trust Leader/Head of Inclusion	<b>Responsible for:</b> Teaching within the Early Years, upholding the inclusive vision and values of the trust
<b>Job Description</b> - This job description is based on the Teachers Standards and may be amended at any time following consultation between the post holder, Leadership Team and Board of Trustees.	

**Core Purpose of the Post:**

The post holder will be an active member of The Harmony Trust Development Team. They will support us to deliver our ambition for all our academies to be Great Places2Learn and Great Places2Work. As a Specialist Practitioner for Early Inclusion the post holder will be expected to model excellence in teaching and learning for those pupils with the most complex needs. They will support the Trust Leader for SEND and work closely with the Trust Leader for Early Years to secure quality provision for pupils with SEND across the Early Years Foundation Stage. This will include developing curriculum plans, assessment processes, provision design and working effectively with parents. They will also play a key role in enabling the Graduated Response and will be responsible for the review of the plans for the pupils educated in Early Years.

**Job Purpose:**

- To offer all pupils in Early Years an effective, safe, nurturing education in an environment appropriate to need, providing equality of opportunity to all, in line with Academy/Trust policies.
- To deliver a specialist curriculum based on pupils needs including EHCPs and specific SEND assessment tools.
- To plan learning opportunities that enable pupils to meet their EHCP outcomes.
- To deliver the Early Years Foundation Stage Curriculum if appropriate.
- To work in partnership with pupils, parents, leaders, Trustees, other staff and outside support agencies.

**Main Responsibilities:**

**The teacher will be expected to plan and deliver a rich, balanced curriculum which:**



- Offers pupils equality of opportunity in line with the policies of the trust and the academy
- Ensures continuity and progression within the Early Years Foundation Stage.
- Exploits, in all their teaching, opportunities to develop children's skills within both their primary area of need and additional needs.
- Covers all areas of learning in the EYFS curriculum which are delivered at an appropriate level to meet the needs of all the children in the class as identified in EHCPs.

**The teacher needs to know the children in their care well and to:**

- Plan lessons, teach and assess pupils across the Early Years Foundation Stage.
- Plan and design provision which meets the needs of all children.
- Observe, assess and record systematically the progress of each child.
- Use observations, assessments, and data to inform planning, teaching and record keeping.
- Provide regular oral and written feedback to parents and pupils on the outcomes of their learning.
- Prepare and present reports on pupils' progress to parents.
- Identify and respond appropriately to the individual needs of each pupil.

**The teacher will use a wide range of learning and teaching strategies to:**

- Support pupils' learning and be aware of the various factors which affect the process.
- Set appropriate and challenging expectations / targets for the pupils.
- Establish clear expectations of pupils' behaviour, both in and out of the classroom.
- Create and maintain a purposeful, ordered and supportive environment.
- Ensure that the pupils are engaged, interested and motivated.
- Present learning tasks and curriculum content in an appropriate and stimulating way.
- Teach whole classes, groups and individuals where appropriate in order to achieve the best outcomes from the pupils.
- Communicate clearly and effectively with pupils through questioning, instructing, explaining and giving feedback.
- Manage effectively and economically their own and pupils time.
- Make constructive and innovative use of ICT and other high quality resources for learning.
- Organise events and trips to enhance the children's experiences and opportunities for learning.
- Ensure that the pupils are offered equality of opportunity.

**The teacher will develop through the provision of appropriate training and support:**

- Effective working relationships with professional colleagues, support staff and parents.



- The ability to identify need and provide for pupils with SEND, EAL and specific learning difficulties.
- The ability to evaluate pupils learning and recognise how their intervention enables the pupils to make good progress.
- A readiness to promote the spiritual, moral, social and cultural development of pupils.
- Their professional knowledge, skill and understanding through their continued CPD.

**Person Specification – Specialist Practitioner for Early Inclusion**

<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Identified</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Established and evidenced practice as a highly effective teacher over a prolonged period</li> </ul>	<ul style="list-style-type: none"> <li>• Holding NASENDCo qualification or (commitment to) working towards the award</li> </ul>	A
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the Early Years Foundation Stage Curriculum</li> <li>• Deep understanding of Early Years child development, particularly for children with SEND.</li> <li>• Knowledge of current educational developments</li> <li>• Understanding of the nature of inclusive practice</li> </ul>		A/I
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience in teaching young children with SEND, particularly within Early Years.</li> <li>• Working in a school with a high number of Pupil Premium children</li> </ul>	<ul style="list-style-type: none"> <li>• Class teaching in a special needs unit/school</li> <li>• Working in the capacity of SENDCo</li> </ul>	A/I



<b>Skills</b>	<ul style="list-style-type: none"><li>• Good communication and interpersonal skills</li><li>• Ability to set, monitor and evaluate clear targets for pupils</li><li>• Ability to plan logically with clear objectives related to the Early Years Foundation Stage curriculum</li><li>• Good classroom practitioner</li><li>• Skills in the use of ICT as a teaching tool</li> <li>• Ability to plan to meet the needs of pupils with special educational needs</li></ul>		A/I
<b>Qualities</b>	<ul style="list-style-type: none"><li>• Ability to teach with enthusiasm and motivate pupils</li><li>• Communicate and disseminate information at a child's level of understanding</li><li>• Ability to work collaboratively in teams</li><li>• To be diplomatic and professional at all times</li></ul>		A/I

*Abbreviations: AF = Application Form; I = Interview.*