

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Hub Lead
CONTRACTED HOURS	Full Time
LOCATION	Sybil Andrews Academy
GRADE / SCALE POINT – SALARY	MPS/UPS & SEN Allowance
REPORTING TO	Assistant Head teacher + SENDCo

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role.

In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To provide specialist advice and support to staff and parents in relation to children and young people with significant communication and interaction needs within mainstream schools and specialist educational settings.

KEY TASKS & RESPONSIBILITIES

Specialist Provision

1. Ensure provision in EHCPs is planned for, delivered and Quality Assured.
2. Lead small groups of student intervention and share summaries with parents / carers and relevant stakeholders
3. Lead annual reviews for children in the specialist Hub ensuring documentation is accurate, reflects the needs of the child, is evidence informed and is completed within the appropriate timeframes.
4. Timetable the provision for children within the Hub, including the work of teaching assistants;
5. Line manage the teaching assistants in the Hub, working within Trust guidelines and procedures.
6. Provide practical support, training and guidance in the development of a whole school, inclusive approach to meeting communication and interaction needs;
7. Liaise with external agencies including the Educational Psychology service and other support agencies, medical and social services and voluntary bodies;
8. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;
9. Manage the admissions to the specialist Hub
10. Support the transition of children and young people with significant communication and interaction needs between settings e.g. the specialist Hub and the mainstream or the specialist setting and post 16 providers
11. Initiate, lead or contribute to regular child and young person focused meetings, ensuring the voice of children, young people and families is represented;
12. Ensure that there is regular liaison with the parents / carers of pupils;
13. Complete student reports for presentation to parents / guardians, meet students' parents at parent evenings or as directed by the school's reporting system
14. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be purposeful, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
15. Regularly monitor and evaluate the Hub's provision, reporting outcomes to the Headteacher and Trust.

Other Responsibilities

1. Support with Access Arrangements
2. Gather evidence for EHCNAs and other referrals for specialists services
3. Be the point of contact for some external agencies
4. Support the SENDCO with completion of One Page Profiles
5. Take a role in Transition of pupils with additional needs
6. Maintain up-to-date information for SEND students
7. Attend meetings regarding SEND Pupils as required
8. Work with the SENDCO to ensure SEND statistics are current and accurate
9. Maintain student chronologies
10. Take minutes of meetings to ensure transparency at all times
11. Maintain contact with the parents and carers of SEND students
12. Coordinate round robins, gathering evidence to support students
13. Develop strong and effective partnerships with all stakeholders
14. to ensure opportunities for our SEND students are at the highest level.
15. Lead, develop and enhance the teaching practice of others with regard to children with special educational needs (SEN) across the school. Liaise with and advise colleagues, both teachers and teaching assistants, to impact positively on the educational progress of children with SEN across the school;
16. Keep up-to-date with knowledge of SEN. Be aware of professional development opportunities relating to special educational needs and to provide staff with details of these opportunities where relevant;

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Make effective use of PPA time to raise standards;
7. Play an active role in the full life of the school.
8. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
9. Comply with and uphold the policies of the school;
10. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.
11. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SENCo and Teaching Assistants (TAs);
12. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION
LEAD TEACHER (COMMUNICATION & INTERACTION)

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> • Relevant SEN qualification or training
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	<ul style="list-style-type: none"> • Experience of working with SEN children in a educational setting.
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Sills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s) who have SEN. 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) pupil outcomes for pupils with SEN. 	

Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes 	