Job Description

Teacher (permanent) with TLR 2a (SEND)

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| Post Title: | Teacher with TLR 2a with responsibility for SEND (£3214) |
| Reporting to: | Head of school/Executive Headteacher |
| Job Summary: | To provide teaching and learning to pupils across the Federation. Additional  time will be to support fulfilling leadership responsibilities. |
| To fulfil the role of day to day teaching & learning, behaviour & conduct across the  Federation. |
| To fulfil a specified whole federation responsibility as defined by the EHT |
| Job Purpose: | In addition to teaching, to undertake the professional responsibilities of a teacher with responsibility for SEND.  Determine the strategic development of special educational needs (SEN) policy and provision in the school  Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability  Provide professional guidance to colleagues, working closely with staff, parents and other agencies |
| Expectations: | Teachers are expected to follow and promote the expectations of all teachers as set out in the Teachers job description, Teacher standards and in the School Teacher’s Pay and Conditions  document. |
| Significant Key Responsibilities: | In conjunction with Heads of School and the Executive Headteacher:   * Have knowledge and understanding of the strategies for improving and sustaining high standards of teaching, learning and achievement of all pupils. * Keep up to date with any changes to the National Curriculum, engage in meaningful CPD and disseminate that information to staff. * Support subject leaders in considering CPD. * Act as a role model for other staff, modelling good practice. * Ensure the implementation of a CPD programme to support leading, developing and enhancing teaching practice. * Promote inclusion at all times. * Lead professional development of staff by planning and leading staff meetings and INSET days. * To undertake classroom learning walks and observations, where appropriate. * Evaluate the impact of training and development activities and report back at meetings. * Create a climate which enables other staff to develop and maintain positive attitudes towards the development of the curriculum and the foundation subjects and confidence in teaching them * Show an enthusiasm for the creative delivery of the curriculum, influencing excellent classroom practice by example. * Carry out any other duties which might be reasonably requested by the Head of schools/Executive Headteacher. * To teach pupils according to their educational needs, including the setting and marking of work in line with the Federation policy, to be carried out by the pupil in school and elsewhere. * To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required. * To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils. * To undertake a designated programme of teaching and plan lessons according to policy. * To ensure a high quality learning experience for pupils that is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject specialisms. * To prepare and update teaching materials. * To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and the demands of the National Curriculum. * To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behavior and standards of work and homework. * To undertake assessment of pupils as requested by external examination bodies. * To mark give written/verbal and diagnostic feedback as required in line with the Federation policy. |
| Teaching and learning: |
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| **Teaching:** | * Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum   and schemes of work   * Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment * Adapt teaching to respond to the strengths and needs of pupils * Set high expectations which inspire, motivate and challenge pupils * Promote good progress and outcomes by pupils * Demonstrate good subject and curriculum knowledge * Participate in arrangements for preparing pupils for external tests |
| **Whole-school organisation, strategy and development** | * Contribute to the development, implementation and evaluation of the school’s policies, practices   and procedures, so as to support the school’s values and vision   * Make a positive contribution to the wider life and ethos of the school * Work with others on curriculum and pupil development to secure co-ordinated outcomes * Provide cover, in the unforeseen circumstance that another teacher is unable to teach |
| **Health, safety and discipline** | * Promote the safety and wellbeing of pupils * Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment |
| **Professional development** | * Take part in the school’s appraisal procedures * Take part in further training and development in order to improve own teaching * Where appropriate, take part in the appraisal and professional development of others |
| **Communication** | * Communicate effectively with pupils, parents and carers * Collaborate and work with colleagues and other relevant professionals within and beyond the school * Develop effective professional relationships with colleagues |
| **Personal and professional conduct** | * Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school * Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality * Understand and act within the statutory frameworks setting out their professional duties and responsibilities * Direct and supervise support staff assigned to them, and where appropriate, other teachers |
| **SEND responsibilities** | * Have a strategic overview of provision for pupils with SEN or a disability across the federation, monitoring and reviewing the quality of provision * Contribute to self-evaluation, particularly with respect to provision for pupils with SEN or a disability * Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP) * Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice * Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective * Maintain an accurate SEND register and provision map * Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support * Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment * Be aware of the provision in the local offer * Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies * Be a key point of contact for external agencies, especially the local authority (LA) * Analyse assessment data for pupils with SEN or a disability * Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness * Support in identifying a pupil’s SEN * Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness * Secure relevant services for the pupil * Ensure records are maintained and kept up to date * Review the education, health and care plan (EHCP) with parents or carers and the pupil * Communicate regularly with parents/carers * Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil * Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities * Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability * Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements * Prepare and review information the governing board is required to publish * Contribute to the SIP and whole-school policy * Identify training needs for staff and how to meet these needs * Lead INSET for staff * Share procedural information, such as the school’s SEN policy * Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability * Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN * Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges |

Person Specification for Teacher with TLR2a

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| Attributes | Relevant Criteria | How Identified | Rank |
| Qualifications | Qualified teacher status. | Application form and interview. | Essential |
| Relevant Experience | Teaching experience of at least 3 years. | Application form and interview. | Essential |
|  | Experience teaching within more than one keystage ie EYFS, KS1 and KS2. | Application form and interview. | Desirable |
| An outstanding classroom practitioner with the ability to demonstrate good primary practice and act as a role model for colleagues. | Application form, lesson and interview. | Essential |
| Experience of monitoring, evaluating and improving the quality of learning and teaching on a whole school level. | Application form and interview. | Desirable |
| Experience of assessment, data analysis, target setting and strategies for raising attainment on a whole school level. | Application form and interview. | Desirable |
| Proven experience of leading staff development. | Application form and interview. | Desirable |
| Experience of action planning. | Application form and interview. | Desirable |
| Education and Training | Evidence of continuing professional development. | Application form and interview. | Essential |
|  | Management/leadership training. | Application form and interview. | Desirable |
|  | Commitment to undertaking NPQ for SENCOs within the first 6 months of undertaking the post | Application form and interview. | Essential |
| General and Specific Knowledge of Skills | A clear philosophy of primary education and understanding of how children learn. | Application form and interview. | Essential |
|  | An ability to demonstrate evidence of vision, enthusiasm and initiative. | Application form and interview. | Essential |
| Effective interpersonal and communication skills. | Application form and interview. | Essential |
| Knowledge of current education issues and developments. | Application form and interview. | Essential |
| Commitment and ability to raise standards for all pupils. | Application form and interview. | Essential |
| The ability to balance teaching and management responsibilities. | Application form and interview. | Essential |
| Understanding of the Early Years Foundation Stage and the National Curriculum. | Application form and interview. | Essential |
| The ability to lead curricular areas across a school and a Federation. | Application form and interview. | Essential |

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|  | Excellent ICT skills. | Application form and interview. | Essential |
| Any Additional Factors | Commitment to fostering links with the wider community. | Application form and interview. | Essential |
|  | Willingness to support out of school activities. | Application form and interview. | Essential |
| Positive approach to the management of change. | Application form and interview. | Essential |
| Strong commitment to working with parents/ carers. | Application form and interview. | Essential |
| Commitment to inclusive education and special needs within mainstream education. | Application form and interview. | Essential |
| Commitment to equal opportunities. | Application form and interview. | Essential |
| Commitment to the Christian Ethos of the schools and Federation. | Application form and interview. | Essential |