



Moorside Community Primary School

Position: SENCO/Class Teacher

Responsible to: Headteacher, Deputy Headteacher and SLT

Salary: MPS/UPS + SEN 1-2 (depending on experience)

Summary of job role

The responsibilities of the post are to be performed in accordance with the current School Teachers' Pay and Conditions Document

The fundamental task of the SENCO at Moorside Community Primary School is to support the Headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all our pupils and will include four key areas:

- Strategic direction and development of SEN provision in the school
- Teaching and Learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Main Duties and Responsibilities

In addition to those professional responsibilities which are common to all classroom teachers in the school, the postholder's key responsibilities will be to:

- Ensure all pupils with SEN, pupil premium eligible, children from vulnerable families, CLA registered, disabled pupils, EAL, and those who are Talented and More Able achieve their maximum potential;
- Raise attainment for all pupils in the above categories
- Fulfil all relevant duties as a SENCO;
- Develop and maintain an up to date provision map of support to relevant groups;
- Develop and manage the operation of the school's SEN, and Talented and More Able policies, including managing the provision and deployment of relevant staff

Teaching – Class Teacher

- To maintain an up to date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory frameworks
- To support the Headteacher in working closely with the wider school community in the development of the curriculum and pastoral work in the school
- To plan teaching and differentiate appropriately to build on existing pupil capabilities, demonstrating knowledge and insight into how pupils learn having a clear understanding of their individual needs
- To use a wide variety of strategies to maximise achievement for all pupils and create a positive learning environment

- To apply a range of teaching and learning strategies to reduce individual barriers to learning and to meet pupil needs
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of pupils
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- To be accountable for the attainment, progress and outcomes of pupils you teach
- To work with other staff on curriculum and/or pupil development to secure co-ordinated outcomes
- To demonstrate an understanding of, and take responsibility for promoting, high standards of literacy including the correct use of spoken English (irrespective of your specialist subject)
- To make accurate and productive use of assessment to secure pupil progress
- To give pupils regular feedback and set homework as appropriate
- To use a range of monitoring and assessment strategies to evaluate pupil progress and to improve own planning and teaching
- To regularly review the effectiveness of own teaching and assessment procedures and its impact on pupils' progress, attainment and well being

Teaching, Learning & Assessment – SENCO

- To monitor the quality of teaching and learning, including planning for the relevant groups of pupils and share judgements with teachers and support staff as appropriate to inform further improvements
- To support all staff in understanding the needs of the above pupils and help to identify and disseminate the most effective teaching methods for those groups
- To demonstrate, teach and plan alongside teaching and support staff to ensure best practice
- To liaise with other leaders, including Nurture Lead Professionals, to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives
- To keep abreast of any new developments in the teaching and assessment of the relevant groups. 6. To disseminate information and initiatives to all members of staff.
- To ensure that appropriate attainment targets exist for individual pupils in the relevant groups.
- To make use of analysis and evaluate performance data in order to improve pupil attainment for the relevant groups.

Staff Development - SENCO

- To monitor the quality of teaching and learning, including planning for the relevant groups of pupils and share judgements with teachers and support staff as appropriate to inform further improvements
- To support all staff in understanding the needs of the above pupils and help to identify and disseminate the most effective teaching methods for those groups
- To demonstrate, teach and plan alongside teaching and support staff to ensure best practice
- To liaise with other leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.

- To disseminate information and initiatives to all members of staff.

Behaviour and Safety

- To establish a safe, purposeful and stimulating environment for pupils using praise, sanctions and rewards consistently and fairly in accordance with school policy
- To manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- To maintain good relationships with pupils, exercising appropriate authority
- To be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- To have high expectations of behaviour, promoting self-control and independence of all learners

General

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures to support the school's values and vision
- To play a key role in assemblies, open evenings and other major school events
- To work as a team member and identify opportunities for working with colleagues and sharing with them the development of effective practice
- To further support the climate for learning, improve the school's ethos and maintain our culture of achievement and high expectation.
- To develop effective working relationships with schools, partners, and other agencies.
- To fully participate in CPD activities and appraisal arrangements.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

The above job description will be reviewed annually in preparation for the following academic year. However, if necessary after consultation with you, it may be amended in consideration of the changing needs and development of the school.



Class Teacher/SENCO Person Specification

(A= Application, I = Interview, R = Reference)

Qualifications and Training	Essential	Desirable	How Identified
Qualified teacher status	✓		A
Evidence of ongoing or current professional development activities	✓		A
Relevant Professional qualifications or ICT qualifications etc.		✓	A
Experience			
Successful classroom practitioner in the primary sector demonstrating impact on attainment	✓		A/I
Experience of using a range of teaching strategies to improve pupil outcomes	✓		A/I
Experience of accurately assessing pupil progress and using assessment data to inform future learning opportunities	✓		A/I
To have leadership and management experience in a primary school, preferably as SENCO/Inclusion Leader and preferably already holding the National Award for Special Educational Needs Co-Ordinators.		✓	A/I
Evidence of teaching in more than one school		✓	A/I
Experience of working with children with social and emotional needs		✓	A/I
To have experience of managing conflict		✓	A/I
To have subject leadership experience	✓		A/I
Knowledge and Skills			
Knowledge of strategies to promote good learning, relationships and high attainment	✓		A/I/R
Ability to demonstrate a clear understanding of national curriculum requirements	✓		A/I/R
Knowledge of effective teaching and learning styles.	✓		A/I/R
Ability to create a happy, challenging and effective learning environment	✓		A/I/R
Ability to use ICT skills as an integral part of teaching and learning		✓	A/I/R
Knowledge of intervention strategies to overcome barriers to learning	✓		A/I/R
Excellent interpersonal, oral and written communication skills	✓		A/I/R
Knowledge of up to date statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children	✓		A/I/R
To have vision and be able to inspire, challenge, motivate and empower others to carry the vision forward	✓		A/I/R
To have had experience of leading workshops, staff meetings, INSET and reporting to the governing body or other stakeholders		✓	A/I
Disposition			
Ability to work independently, as part of a team and develop effective teamwork	✓		A/I/R
Ability to prioritise workload to meet deadlines	✓		A/I/R
To possess exceptional interpersonal skills and be able to communicate with a wide range of parent, carers and professionals.	✓		A/I/R
To be able to demonstrate personal enthusiasm, commitment and loyalty to the school, leadership team and leadership process	✓		A/I/R