

## JOB DESCRIPTION AND PERSON SPECIFICATION

<p><b>Job Title:</b> Primary Teacher &amp; SENCO</p>	<p><b>Grade:</b> MPR/UPR + TLR</p>
<p><b>Job Family:</b> Teaching</p>	
<p><b>Overall Purpose of Job:</b></p> <p>As Primary Teacher &amp; SENCO you will be involved in the management of the Special Educational Needs (SEN) provision and oversight of the day-to-day operation of these provisions with the aim of raising SEN pupil achievement. In addition, you will teach pupils across the full age and ability of Key Stage 1 &amp; 2 in order to ensure the highest possible standards of pupil achievement, personal development, and well-being.</p>	
<p><b>Main Responsibilities:</b></p> <p><b>SENCO</b></p> <ol style="list-style-type: none"> <li>1. You will put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.</li> <li>2. You will ensure that the school/academy carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.</li> <li>3. You will support all staff in understanding the needs of SEN pupils.</li> <li>4. You will support departmental developments of SEN provision.</li> <li>5. You will monitor progress towards targets for pupils with SEN.</li> <li>6. You will analyse and interpret relevant school, local and national data.</li> <li>7. You will liaise with staff, parents, external agencies, and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.</li> <li>8. You will support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.</li> <li>9. You will work with staff to develop effective ways of bridging barriers to learning through assessment of needs</li> <li>10. You will monitor teaching quality and pupil achievement for pupils with SEN</li> <li>11. You will ensure target setting through appropriate channels e.g., Individual Education Plans (IEPs), Provision Maps, Personal Support Plans (PSPs), etc.</li> <li>12. You will keep and maintain accurate records in a secure manner.</li> <li>13. You will collect and interpret specialist assessment data to inform practice.</li> <li>14. You will undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents, and external agencies.</li> <li>15. You will work with Executive Principals/Principals/Heads of Academy, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.</li> </ol> <p><b>Leading and Managing:</b></p> <ol style="list-style-type: none"> <li>16. You will provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings.</li> <li>17. You will lead on the performance management process for SEN teachers and Teaching Assistants.</li> <li>18. You will advise on and contribute to the professional development of staff, including whole school INSET provision.</li> <li>19. You will provide regular information to the Principal/Head of Academy and Academy Advisory Body (AAB) on the evaluation of SEN provision.</li> </ol>	

**Effective deployment of staff and resources:**

20. You will advise the Principal/Head of Academy and AAB of priorities for deployment of staff and utilise resources with maximum efficiency.
21. You will maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school/academy and SEN policies.
22. You will work with external agencies to maximise resources made available.

**Other responsibilities:**

23. You will co-ordinate all annual reviews and reviews of IEPs and/or PSPs and CAFs where appropriate and attend / chair meetings when necessary.
24. You will attend Year 6 annual reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme to secondary education.
25. You will liaise with Year 5 pupils requiring advice about provision.
26. You will exercise a key role in assisting the Executive Principal/Principal/Head of Academy with the strategic development of SEN policy / provision.

**TEACHER****PLANNING, TEACHING AND CLASS MANAGEMENT:**

27. You will teach allocated pupils by planning teaching which achieves progression of learning through:
  - identifying clear teaching objectives and specifying how they will be taught and assessed
  - setting tasks which challenge pupils and ensure high levels of interest
  - setting appropriate and demanding expectations
  - setting clear targets, building on prior attainment
  - identifying SEN or very able pupils
  - providing clear structures for lessons maintaining pace, motivation, and challenge
  - making effective use of assessment and ensure coverage of programmes of study
  - ensuring effective teaching and best use of available time
  - monitoring and intervene to ensure sound learning and discipline
  - using a variety of teaching methods to:
    - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    - ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
    - iii. Select appropriate learning resources and develop study skills through library, ICT, and other sources
  - ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
  - evaluating their own teaching critically to improve effectiveness

**ADDITIONAL STANDARDS FOR NURSERY AND EARLY YEARS**

28. You will take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
29. You will encourage pupils to think and talk about their learning, develop self-control and independence, concentrate, and persevere, and listen attentively
30. You will use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
31. You will manage parents and other adults in the classroom

## **MONITORING, ASSESSMENT, RECORDING, REPORTING**

32. You will assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
33. You will mark and monitor pupils' work and set targets for progress
34. You will assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
35. You will prepare and present informative reports to parents

### **OTHER PROFESSIONAL QUALITIES REQUIRED:**

36. You will have a working knowledge of teachers' professional duties and legal liabilities
37. You will operate at all times within the stated policies and practices of the school/academy
38. You will establish effective working relationships and set a good example through your presentation and personal and professional conduct
39. You will endeavour to give every child the opportunity to reach their potential and meet high expectations
40. You will contribute to the corporate life of the school/academy through effective participation in meetings and management systems necessary to support the management of the school/academy
41. You will take responsibility of your own professional development and duties in relation to school/academy policies and practices
42. You will liaise effectively with parents and Academy Advisory Body (AAB) members

### **GENERAL:**

43. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay
44. You will participate in training and other learning activities and performance development as required
45. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking
46. You will ensure strict confidentiality in all areas of work
47. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR)
48. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records)
49. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once
50. You will always comply with the Trust's policies and procedures
51. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation

## **KNOWLEDGE, SKILLS AND EXPERIENCE**

### **Essential**

- Graduate with Qualified Teacher Status (QTS) (A/C)
- SENCO qualification, or commitment to undertake SENCO qualification within a set timeframe from appointment (A/C/I)
- Knowledge of current educational practice and issues (A/I)
- An excellent classroom practitioner (I/R)
- Knowledge of the provisions of national strategies, i.e., Literacy, Numeracy, and ICT (A/I)
- Effective use of ICT to support learning (A/I)
- Statutory curriculum requirements and requirements for assessment, recording and reporting of pupils' attainment and progress (A/I)
- Knowledge of the current professional teaching standards (A/I)

- Secure knowledge of SEN (A/I)
- Understanding of the statutory legislation concerning safeguarding including SEN (A/I)
- Understanding of The SEN Code of Practice and its practical application of strategies for meeting the needs of SEN children (A/I)
- Awareness of the strategies available for improving the learning and achievement of all students (A/I)
- Experience of teaching in the Primary phase (A/I/R)
- Experience of working with a wide range of SEN (A/I/R)
- Experience of planning and implementing provision for children with SEN including the monitoring, assessment, recording and reporting of children's progress (A/I/R)
- High level of written, oral and communication skills (A/I)
- Ability to communicate effectively orally and in writing to a range of audiences (A/I/R)
- High level of organisational and planning skills (A/I/R)
- Evidence of sharing in and contributing to the corporate life of the school/academy (A/I/R)
- Work effectively as part of a team, relating well to colleagues, pupils, and parents (A/I/R)
- Ability to demonstrate a commitment to equality of opportunity for all pupils (A/I)
- Ability to investigate, solve problems and make decisions (A/I)
- Able to use own initiative and motivate others (A/I/R)
- Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them (A/I/R)
- Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure (A/I/R)
- Evidence of continuing professional development (A/I)
- Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support (A/I/R)
- Devolving responsibilities and delegating tasks where appropriate (A/I)
- Commitment to an involvement in extra-curricular activities (A/I)

#### **Desirable**

- Knowledge of all phases of primary education (A/I)
- Full working knowledge of relevant policies/codes of practice/legislation (A/I)
- Able to offer expertise in a specific subject or area (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

#### **Behaviours:**

- Polite
- Punctual
- Reliable
- Flexible
- Passion for learning
- Clear communicator
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

**Contacts and Relationships:**

**Managers** - in daily contact with senior leaders/Head of Academy

**Support Staff** – in daily contact with support staff who are involved in classroom support, cleaning, catering, site supervision and health and safety.

**Trust Staff** – in regular contact with Trust staff within the wider Education team (e.g., Directors of Learning, SEN specialists, Executive Leaders)

**External** – in regular contact with external parties including parents/carers, local authority employees, as required.

**Note:**

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.