**JOB DESCRIPTION & PERSON SPECIFICATION**

**POST TITLE:** **Teacher with SENDCO/Inclusion and subject responsibility**   
**SALARY:** MPS-UPS plus TLR2A

**RESPONSIBLE TO:** Headteacher / Senior Leadership Team

**THE DEVELOPMENT OF THE SCHOOL:**

The strategic direction and development of a Catholic school stems from the educational mission of the Church which is reflected in the school's Mission Statement and School Development Plan.

The Teacher assists the Head and Leadership Group to develop a vision and strategic view for the school in its service to the community.

This appointment is with the Board of Directors of Bishop Hogarth Catholic Education Trust under the terms of the Catholic Education Service contract signed with the directors as employers. The governors will appoint a practising Catholic, where possible, or another person who can show by example and from experience that he or she will exercise the ministry of a teacher, with the Headteacher and Leadership Group, and senior colleagues, giving appropriate witness to ensure that the school is Catholic in all its aspects. The appointment is subject to the current conditions of service for Teachers other than Head teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation.

**MAIN TASKS:**

**Work with the Headteacher and Leadership Group in:** a) fulfilling the Mission Statement;

1. implementing the educational aims, policies, objectives and targets of the school;
2. implementing the educational aims, policies, objectives and targets of the school;
3. teaching pupils at the school;
4. cooperating with the Head and Leadership Group in monitoring and evaluating the performance of the school and its achievements as a Catholic school;
5. motivating pupils through interest, encouragement and recognition of their unique

value;

1. contributing to the production of the School Improvement Plan;
2. implementing the Board of Directors’ policies on equal opportunities;

**KEY AREA OF RESPONSIBILITY**

**TEACHING AND LEARNING**

In a Catholic school the search for excellence is expressed in teaching and learning which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God. The Teacher works with the Head, Leadership Group and senior colleagues to provide effective teaching and learning throughout the school. He or she cooperates with the Head, Leadership Group and senior colleagues in monitoring and evaluating the quality of teaching and standards of attainment, using relevant data and setting targets for improvement.

**MAIN TASKS**

**2.1** **Work implementing, in collaboration with Head(s) of Department, other appropriate persons or bodies, a curriculum which**:

1. follows the curriculum policy of the Board of Directors and meets statutory requirements;
2. is relevant to the needs, experience, interests, aptitudes and stages of development of all pupils, including those with special educational needs;
3. is relevant to the needs, experience, interests, aptitudes and stages of development of all pupils, including those with special educational needs;
4. ensures the Diocesan policy on Religious Education is fulfilled;
5. fulfils the statutory duties in relation to the Curriculum including the National

Curriculum;

1. includes arrangements for the daily act of collective worship in accordance with the norms of Catholic worship and the wider spiritual life of the school.

**2.2 Work with the Head of School and Leadership Group in ensuring that:**

1. school policies on curriculum, assessment, recording and reporting are implemented in order to provide effective teaching and learning;
2. the arrangements for teaching and learning form a co-ordinated, coherent curriculum entitlement for all pupils;
3. information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to aid governors in fulfilling their responsibilities for the school;
4. there is continuity of learning and of progression for pupils; e challenging targets are set for pupil attainment leading to whole school improvement.

* 1. **Work with the Headteacher, Leadership Group and senior colleagues in providing a curriculum for the spiritual, moral, social and cultural development of all pupils.**

* 1. **Work with the Headteacher and Leadership Group in ensuring appropriate pastoral care and guidance for all, in accordance with the Mission Statement.**

* 1. **Work with the Headteacher and Leadership Group in determining appropriate pupil groupings which reflect the values of the Mission Statement.**

* 1. **Work with the Headteacher and Leadership Group to determine and publicise the means for promoting:**

1. Pupils' self-discipline;
2. Respect for self, others and authority;
3. Good behaviour on and off school premises.

**2.7 Work with the Headteacher and Leadership Group in promoting a school ethos which extends opportunities for learning and encourages extra-curricular activities.**

**KEY AREA OF RESPONSIBILITY**

**EFFICIENT AND EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

In the Catholic school all deployment of staff, finance, material resources, time and energy should promote the common good of the community.

**MAIN TASKS**

**Work with the Head of School and Leadership Group in:**

* 1. Making the best possible use of the time and efforts of Classroom Assistants, Learning Support Assistants and other adults to enhance the learning of groups and individuals
  2. Using resources, including time and energy, efficiently and effectively to meet the school’s aims and objectives in accordance with the school's Mission Statement and School Development Plan.
  3. Providing an attractive environment which expresses the Catholic identity of the school, stimulates learning and enhances the appearance of the school.

4.1 **The SENDCO, under the direction of the headteacher, will:**

* + - 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
    - The SENDCO will be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document

**4.2 Strategic development of SEND policy and provision**

* + - Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
    - Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
    - Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SIP)
    - 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

**4.3 Teaching**

* + - Plan and teach well-structured lessons to assigned classes, following the school 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
    - 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

**4.4 Operation of the SEN policy and co-ordination of provision**

* + - 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

**4.5 Support for pupils with SEN or a disability**

* + - Identify 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 or carers
    - Ensure if the pupil transfers to another school, all relevant information is conveyed to it, 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, where a looked-after pupil has SEN or a disability

**4.6 Leadership and management**

* + - Collaborate and work with colleagues and other relevant professionals within and beyond the school
    - Develop effective professional relationships with colleagues, parents/carers and pupils
    - 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 school improvement plan and whole-school policy
    - Identify training needs for staff and how to meet these needs
    - Lead staff meetings linked to SEND areas across the whole school
    - 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
    - Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
    - Lead teaching assistant staff appraisals and produce appraisal reports • Review staff performance on an ongoing basis

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

**KEY AREA OF RESPONSIBILITY**

**WIDER PROFESSIONAL EFFECTIVENESS**

**Take responsibility for professional development by:**

1. Taking action to keep up to date in developments in the curriculum and teaching methods;
2. Making good use of the outcomes of monitoring and the school’s performance management arrangements in order to improve the quality of their teaching.

**KEY AREA OF RESPONSIBILITY**

**ACCOUNTABILITY**

In a Catholic school the Teacher fulfils his or her responsibilities as specified by the Head Teacher, Leadership Group and senior colleagues and in accordance with school's Mission Statement.

**MAIN TASKS**

**5.1 In relation to the Governing Body:**

1. to assist in the exercising of its functions when requested;
2. to attend meetings of and report to the Local Governing Body as required.

**5.2In relation to parish(es) and the community**

**Work with the Head of School and Leadership Group by helping to:**

1. develop and maintaining positive relationships with the parish communities.
2. ensure that the school recognises and meets its responsibilities in the life of the local community
3. develop links with local employers for the benefit of the pupils and the school;
4. promote a positive image of the school in accordance with the Mission Statement.

**5.3 In relation to the Diocese:**

1. to recognise the authority of the Bishop in relation to the provision of education in the Diocese;
2. to work where required with Diocesan Authorities.

**5.4 In relation to parents and those with parental responsibility**  **Work with the Head of School and Leadership Group in:**

1. building an effective partnership between the school and parents recognising them as the first educators of their children;
2. promoting understanding of the mission, aims and ethos of the school through provision of regular information to parents about:
   * + The progress of their children;
     + The school curriculum;
     + Other matters relating to teaching methods and organisation;
     + Opportunities for dialogue between parents and staff and for their involvement in the wider life of the school.

* 1. **In relation to National Government, the Local Authority and as directed by the Head of School and Leadership Group to cooperate with officers and support services; this to include inspection, monitoring and evaluation of the school.**
  2. **In relation to other schools, universities, colleges and educational bodies Work with the Head of School and Leadership Group:**

1. by promoting continuity of learning, progression of achievement and curriculum development;
2. by arranging for effective transfer and induction of pupils;
3. by maintaining effective liaison;
4. by maintaining effective relationships with other schools, and especially with other

Catholic schools in matters of common concern;

1. by providing training and work experience placements for school, university and college students as appropriate and in accordance with school policy.

**This job description will be reviewed annually, as part of the performance development process. A review may be initiated at any other time by either the postholder or the head of school.**

* + This post has a high level of contact with, and responsibility for, children.
  + To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
  + To carry out your duties with full regard to the Trust’s Equality Policy and Race Equality Scheme.
  + To comply with Health and Safety policies, organisations statements and procedures report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others.
  + Any other duties of a similar nature related to the post, which may be required from time to time.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Signed:

Date:

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING

A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS

CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

A Member of the Bishop Hogarth Catholic Education Trust

Company Registration Number 7808732

Registered in England and Wales

Registered Office: Bishop Hogarth Catholic Education Trust, The Headlands, Darlington, DL3 8RW

**POST TITLE:** Teacher with SENDCO/Inclusion and subject responsibility

**SALARY: MPS-UPS Plus TLR2A**

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|  |  | **ESSENTIAL** |  |  | **DESIRABLE** |  |
|  | **Attribute** | **Stage Identified** |  | **Attribute** | **Stage Identified** |
| **APPLICATION** | E1 | CES Application Form completed to a high standard. Including a well structured supporting letter and personal statement | AF | D1 | Practising Catholic | AF/R |
| E2 | Fully Supported Reference | AF/R |  |  |  |
| **QUALIFICATIONS & EDUCATION** | E3 | Registration with the Teaching Agency | AF/C | D2 | Catholic Teachers Certificate or DCRS. | AF/R/I |
| E4 | Evidence of regular participation in  Continuing Professional Development | AF/C |  |  |  |
| E5 | Has the SENDCO qualification or a willingness to undertake this | AF/C/I |
| **EXPERIENCE & KNOWLEDGE** | E6 | Recent attendance at training on  classroom practice and skills | AF/C | D3 | Experience of working successfully and cooperating as a member of a team. | R/I |
| E7 | Knowledge of current National Curriculum and structure | AF/R/I | D4 | Knowledge of RE curriculum and its delivery in a Catholic Primary School | AF/R/I |
| E8 | Proven experience of working in all primary areas | AF/R/I | D5 |  | AF/I |
| E9 | Experience of delivering phonics | AF/R/I |  |  |  |
| E10 | Understanding and knowledge of current educational issues | AF/R/I |

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| **SKILLS** | E11 | Ability to demonstrate good classroom practice and skills | R/I |  |  |  |
| E12 | Ability to establish and maintain professional relationships | R/I |
| E13 | Ability to communicate effectively in a variety of situations | AF/R/I/P |
| E14 | Curriculum Management (planning delivery and assessment) | R/I |
| E15 | Organisational ability | AF/R/I |
| **PERSONAL ATTRIBUTES** | E16 | Ability to demonstrate enthusiasm and sensitivity when working with others | R/I | D6 | Flexibility and adaptability in order to be able to mix and work with a range of staff and pupils. | R/I |
| E17 | Caring attitude towards pupils and parents | R/I |  |  |  |
| **SPECIAL**  **REQUIREMENTS** | E18 | Ability to support the mission and ethos of the school. | AF/R/I |  |  |  |
| E19 | Ability to form and maintain appropriate relationships and personal boundaries with children. | R/I/D |
| E20 | Emotional Resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline | R/I |
| E21 | Suitability to work with children | AF/R/I/D |

|  |  |
| --- | --- |
| Key – Stage Identified | |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure & Barring Check |

Issues arising from references will be taken up on interview, all appointments are subject to satisfactory references and DBS.

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