**Redcastle Family School**

**Teacher Job Description**

**MPS & SEN Trainee SRB Lead Teacher Role**

**General Teaching Duties**

1. To assist with developing and implementing policy and practice for the provision, which reflects the school’s commitment to high achievement and effective teaching and learning.
2. To use assessment and other data effectively to identify pupils who are underachieving in any subject and, where necessary, create and implement effective plans for action to support those pupils, including Statutory Assessment, where appropriate.
3. To analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
4. To assist the Headteacher in providing short, medium and long term plans for the development and resourcing of subjects taught in the unit.
5. With support from Senior Managers, to monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
6. To teach throughout the school, or within agreed areas, ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs.
7. To ensure effective teaching of groups and individuals, so that teaching objectives are met and best use is made of teaching time.
8. To evaluate the resource needs for teaching and learning and advise the Headteacher of any changes or additions needed.
9. To ensure the effective and efficient management and organisation of learning resources for teaching and learning, including information and communications technology.
10. To establish and maintain a purposeful working atmosphere and set high expectations for pupils’ behaviour.
11. To ensure effective development of pupils’ literacy, numeracy and information technology skills through subjects taught.
12. With the support of the Headteacher, to establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
13. To ensure that information about pupils’ achievements in their current or previous school or provision is used effectively to secure good progress.
14. To establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils.
15. To work with staff in the school to ensure that individual education plans are used to set subject-specific targets and match work well to pupils’ needs.

**Behavioural and Pastoral**

1. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
2. Understand and implement school child protection procedures and comply with legal responsibilities.
3. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
4. Provide support and assistance for pupil’s pastoral needs.
5. Provide physical support and maintain personal equipment used by the pupils at the school.
6. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.

**Additional duties as Subject Leader**

To take responsibility for a specific subject area throughout school linked to the overall aims of the school and with other subject areas ensuring that pupils achieve in this specific curriculum area/aspect by: -

1. completing annual subject audit and related action plan in conjunction with SLT;
2. monitoring standards in teaching and learning in the subject using a range of strategies including work and planning scrutiny, pupil interviews and questionnaires, observation of learning through learning walks;
3. assessing pupils progress in these specific areas in line with agreed assessment process;
4. attending training to improve knowledge particularly with regard to new initiatives;
5. leading staff/curriculum/INSET meetings/CPD;
6. producing, reviewing and annually update policies;
7. presenting and monitoring action plans ;
8. providing feedback and guidance to stakeholders including to governors and parents;
9. ensuring resources are in good order and are suitable to support teaching in the subject area;
10. to develop and deliver a substantial extra-curricular sport programme.

**Support to the school**

1. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection reporting all concerns to the appropriate named person.
2. Any other duties required by the Assistant Headteacher, Deputy Headteacher, or the Headteacher, which is in the scope of the post.
3. At all times carry out duties with due regard to the school’s Health and Safety policy.
4. To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies.

**SEN Point: Working towards the role outlined below.**

**Specialist Hub of Inclusive Practice (SHIP)** **Lead Teacher**

**Early Intervention Hub/Additional Intervention Hub**

**(collectively known as Specialist Hubs of Inclusive Practice – SHIP)**

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| **School Name** | Redcastle Family School |
| **Key Stage(s)** | EYFS, KS1 & KS2 |
| **Grade** | L1-5 or UPS/MPS plus SEN point |
| **Reports to** | Headteacher/ SENDCo/ Senior Leader |
| **Responsible for** | SHIP Staff Team |

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| **Job Purpose** |
| To lead the delivery of the School’s Early Intervention Hub (EIH)/Additional Intervention Hub (AIH), within the Specialist Hub of Inclusive Practice (SHIP) family of provision.To maintain the highest standards of teaching, learning, specialist support and safeguarding for children within the EIH/AIH, ensuring children with a range of co-occurring needs have their needs well met, enabling them to make progress from their individual starting points.To manage a staff team (teaching and support staff) within the EIH/AIB, providing inspirational leadership which enables individuals to operate at their best.To instil a culture of professional curiosity, reflection and development.To lead the EIH/AIH in accordance with all relevant policies, procedures.To adhere to the School/Academy’s Partnership Agreement with Norfolk County Council. |
| **Overview/Context** |
| The Specialist Hub of Inclusive Practice (SHIP) is a hub of inclusive excellence, leading in child centred, evidence-based inclusive education and practice.The SHIP family of provisions incorporates Early Intervention Hubs for children in Reception (EYFS) and Key Stage 1 (KS1) and Additional Intervention Hubs for children in Key Stage 2 (KS2). These hubs form part of a county wide programme of provision for children and young people with special educational needs and their families. The EIH/AIH is an additionally resourced provision, providing differentiated and bespoke learning opportunities and tailored environments and resources that enable children to be effectively within a mainstream school. All children attending the EIH or AIH will be on the roll of the school.  Our EIH/AIH caters for children with co-occurring needs, not limited to, but inclusive of neurodiversity traits, social emotional mental health (SEMH) needs and developmental needs.  The support offered by the EIH/AIH allows children to access mainstream classes where appropriate and be included in wider school life.  The environment and provision are adapted and conducive to children with co-occurring SEN and/or D.  The hub lead teacher will play a key role in environment audits to ensure provision continues to be an outstanding example of how to support children with SEN/D to thrive in mainstream school. |

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| **Principal Accountabilities** |
| * Carry out the duties of a teacher as set out in the current [School Teachers Pay and Conditions Document](https://www.education.gov.uk/publications/), having due regard to the Teacher Standards (2012) (*updated June 2013 and December 2021*) and implement working practices as set out in the SEND Code of Practice 2015 and any subsequent legislation/statutory guidance.   *(Teachers’ performance will be assessed against the teacher* [*standards*](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) *as part of the appraisal process as relevant to their role in the school)* |
| * Be willing to undertake the role of Designated Safeguarding Lead for the EIHs/AIHs and have clear understanding of safeguarding procedures and practice |
| * Lead the strategic development of practice, performance, and quality within the EIH/AIH to ensure continuous improvement of provision using the most current evidence-based practice |
| * Provide leadership and guidance to teams, colleagues and partners ensuring a culture which promotes true partnership with parents, carers and families |
| * Have a clear understanding of all the needs of all children to ensure that a relevant curriculum and inclusive pedagogy is developed and delivered |
| Deliver statutory requirements and provision to children with EHCPs within the EIH/AIH, following policies and procedures relating to the assessment and review of children with EHCPs |
| Develop, implement, and review individual learning plans in collaboration with children and their parents/carers |
| * Regularly review the effectiveness of teaching and assessment procedures and the impact on progress, attainment, and wellbeing, refining approaches where necessary responding to advice and feedback |
| * Monitor the progress of children and scaffold the curriculum to enable children to access excellent learning opportunities and develop independence skills |
| Implement effective transitions for children |
| * Ensure school is an active member of the EIH/AIH admissions panel. Actively engage in the process of pre panel visits and observations and placement decision making |
| Work in partnership with Specialist Partners, Educational Psychologists, the family of EIHs and AIHs, other schools and parents/carers to ensure consistent, evidence-based best practice is delivered and system leadership is provided |
| Strive to ensure that the experiences of the children and their families accessing the EIH/AIH are positive |
| * Maintain and update knowledge and skills in meeting the needs of children with SEND, taking into account current research, frameworks, and approaches |

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| **Person specification** | | |
| **Qualifications:** | **Essential (X)** | **Desirable (X)** |
| * Honours Degree * Teaching qualification with qualified teacher status (QTS) | X  X |  |
| **Knowledge/Experience** | **Essential (x)** | **Desirable (x)** |
| * Experience of leading and motivating colleagues to ensure all children receive a well-coordinated and consistently high standard of education * Experience of confidently and successfully planning for, and teaching, children with SEND enabling them to make good progress * Experience of developing personalised learning environments for children with SEND, responding to the strengths and needs of the cohort * Confident with Safeguarding procedures and best practice * Experience of multi-agency working in a school context * Knowledge and understanding of the SEND CoP (2015) and the Equalities Act (2010) and how to implement these in practice * Knowledge and understanding and experience of Education, Health and Care Plans and the statutory regulations that are involved * Knowledge and understanding of the Early Years Foundation Stage (EYFS) and child development * Strong knowledge of the area’s Local Offer of provision for children with special educational needs * Knowledge and understanding of the criteria for meeting the National Autism Education Trust Standards ([www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)) * Knowledge and experience of trauma informed approaches | X  X  X  X  X  X  X | x  X  X  X |
| **Aptitudes/Behaviours** | **Essential (x)** | **Desirable (x)** |
| * Suitability to work with children at a level requiring an Enhanced Disclosure and Barring Service check * Contribute proactively to the inclusive ethos of the school and its community, ensuring that children and families feel welcome and supported * Demonstrate effective leadership at all levels, instilling a relation-based approach * Commitment to meet the needs of all children in the EIH/AIH whether they are accessing the base/hub or mainstream classes * Have professional regard for the policies and practices of the school * Ability to be objective, reflective   and open   * Receptive to support and feedback to adapt and develop provision and practice * Manage pressures professionally, seeking support when needed * Ability to effectively prioritise competing demands * Be responsible for your own continued development, through participating fully in training and development opportunities identified by the school and those available through the SHIP network of provision * Model solution focussed approaches through building and promoting networks of best practice in school, across Early Intervention/Additional Intervention Hubs and other schools * Maintain high standards in your own attendance and punctuality | X  X  X  X  X  X  X  X  X  X  X  X |  |
| **An enhanced DBS check is required. A full driving licence is required** | | |

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| **General Information**   * The job description details the main outcomes of the job and will be updated if these outcomes change * Job holders will be expected to understand what is meant by safeguarding vulnerable groups (children, young people and adults) and how to raise concerns * Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management |