



Co-op Academy
Friarswood

Job details

Job title: Class teacher and SENCO/PLAC lead – primary school with subject leadership to be confirmed

Salary: MPS / UPS

Contract type: full time, with one day a week dedicated to SENCO and PLAC/LAC lead

Reporting to: Headteacher

Start date: September 2021

Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

The SENCO and PLAC lead, 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
- Be responsible for the day to day operation of the PLAC/LAC policy and co-ordination of specific provision to support individual PLAC/LAC
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Duties and responsibilities

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

Strategic development of SEN 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
- Ensure the SEN policy and SEN Information Report is put into practice, and that the objectives and requirements are reflected in the academy development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy, practice and the information report
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy, PLAC/LAC policy and co-ordination of provision

- Maintain an accurate SEND and PLAC/LAC 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
- Analyse assessment data for pupils with SEN or a disability and PLAC/LAC
- Implement and lead intervention groups for pupils with SEN and PLAC/LAC and evaluate their effectiveness

Support for pupils with SEN or a disability and PLAC/LAC

- 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 with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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

SEN Leadership and management

- 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 academy development plan 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

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
- Be responsible for whole school leadership of a curriculum area

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
- Communicate effectively with external agencies where appropriate

Working with colleagues and other relevant professionals

- 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
- Uphold the Co-op Academy Trust's Ways of Being

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

The postholder 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 teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

Criteria	Qualities	Essential or Desirable (all essential unless stated desirable)	Information on Application form or interview
Qualifications and experience	<p>Class Teacher:</p> <ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful primary teaching experience <p>SENCO:</p> <ul style="list-style-type: none"> • National Award for SEN Co-ordination, or a willingness to complete it • Involvement in self-evaluation and development planning • Experience of PLAC/LAC lead 	Desirable	A A A/I A/I I A/I
Skills and knowledge	<p>Class Teacher:</p> <ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning <p>SENCO:</p> <ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice 	Desirable	I I I I I I I I

	<ul style="list-style-type: none"> • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills 	Desirable	
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Able to work well in a team • Good sense of humour 		