



JOB DESCRIPTION

Job Title:	Class Teacher with SENCO responsibility
Salary:	Main Pay Range M1 to M6 (dependent on experience) with a special educational needs (SEN) allowance
Responsible to:	Headteacher / Deputy Headteacher / Local Governing Body
Direct Supervisory Responsibility for:	SEN Staff
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Students, Parents/Carers, Governors, Trustees, External Professional Bodies

Main Purpose of the Job:

As a SENCO, you'll be an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the Headteacher and other senior colleagues, you'll use your leadership skills to manage provision in your school and to provide support to others.

- Develop and oversee the implementation of the school's SEN strategy and policy;
- Carry out assessments of pupils with SEN to identify needs and monitor progress, including observations in the classroom and meeting with teachers and parents;
- Work with classroom teachers, SLT, parents and relevant external agencies to develop, implement and monitor individual support / learning plans;
- Be responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all;
- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards*;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils you teach;
- Be aware of pupils' capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented, EAL, disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies eg systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

SEN Teaching and Learning

- Identify and adopt the most effective teaching approaches for SEN pupils;
- Monitor teaching and learning activities to meet the needs of SEN pupils;
- Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils;
- Promote inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events;
- Teach either individuals or small groups of pupils within, or outside, the class;
- Prepare lessons and resources;
- Mark and assess work;
- Develop and adapt conventional teaching methods to meet the individual needs of pupils;
- Use special equipment and facilities, such as audiovisual materials and computers to stimulate interest in learning;
- Collaborate with the classroom teacher to define appropriate activities for the pupils in relation to the curriculum;
- Assist in severely disabled pupils' personal care/medical needs.

Recording and Assessment

- Set targets for raising achievement among SEN pupils and other groups as appropriate;

- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate;
- Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and teaching assistants;
- Update the Headteacher and LGB on the effectiveness of provision for SEN children;
- Keep parents informed about their child's progress through individual meetings and at parents' evenings;
- As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews;
- Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments;
- Maintain SEN register;
- Evaluate the effectiveness of provision.

SENCO Leadership Responsibilities

- Provide regular updates on pupil progress through written reports and meetings with parents;
- Make referrals and liaise with professionals outside of the school – this could include social workers, psychologists, health and social care providers, speech and language therapists and occupational therapists;
- Provide advice, guidance and training to classroom teachers on supporting pupils with SEN;
- Support teachers to develop schemes of work and learning programmes for pupils with SEN;
- Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom;
- Manage and advise on the school budget and resources for SEN provision;
- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date;
- Analyse school, local and national data and develop appropriate strategies and interventions;
- Manage SEN teachers, teaching assistants and support staff to improve pupil progress and attainment;
- Keep up to date with national and local policies related to SEN and cascade information to colleagues;
- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils;
- Provide training opportunities for teaching assistants and teachers to learn about Inclusion, including whole-school Inset;
- Disseminate good practice in Inclusion across the school;
- Identify resources needed to meet the needs of SEN pupils and manage the SEN budget;
- Work with the Headteacher and LGB on the strategic development of SEN and Inclusion, including reviewing and formulating appropriate policies;
- To be responsible for the supervision and organisation of SEN teaching assistants, including their performance management;
- Support pupil progress meetings, recording agreed provision within provision maps;
- To be involved in the appointment of SEN teaching assistants.
- To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements;

- To keep abreast of developments in SEN (eg research, changes to the law) and inform staff and LGB as necessary;
- Attend statutory annual reviews or other related meetings, such as Looked after Child (LAC) reviews, regarding students with SEN, which may involve reviewing education, health and care (EHC) plans;
- To attend appropriate training, CPD and conferences and provide feedback to colleagues;
- Lead CPD on inclusion matters as needed across the school;
- Work with the Headteacher and LGB to ensure that the requirements of disability and equality legislation are met in terms of reasonable adjustments and access arrangements;
- Work with the Headteacher to plan the overall deployment of SEN teaching assistants throughout the school;
- Liaise with key stage leaders and all teachers in the successful deployment of teaching assistants within key stages and year groups.
- Undertake SEN self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice;
- Model good practice in teaching pupils with SEN including those with severe complex needs;
- Develop links with the LGB, the Local Authority, the Trust, external agencies and neighbouring schools.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;

- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.