

# INCLUSIVE | MULTI ACADEMY TRUST

## TRUST SPECIAL EDUCATIONAL NEEDS AND INCLUSION TEACHER (SENDIT) JOB DESCRIPTION

### Employment Details

<b>Job Title</b>	<b>Trust Special Educational Needs and Inclusion Teacher (SENDIT)</b>
<b>Grade</b>	<b>Leadership 1-4</b>
<b>Reports To</b>	<b>SENDCo</b>
<b>Job Purpose</b>	<p>To promote and inspire excellence in learning, assessment and quality first teaching for vulnerable pupils.</p> <p>To work directly with children and teachers to develop and support SEND in practice. Provide mentoring, coaching and guidance to support teaching staff to deliver consistently good or outstanding learning, assessment and quality first teaching.</p> <p>To be an integral part of the team in raising standards of learning, assessment and teaching. To research best practice and develop own skills to support and sustain excellence in learning, assessment and teaching. To actively promote sharing of good practice from both within and outside of the Trust.</p>

### Main Duties and Responsibilities

To ensure teaching and learning is inclusive for all pupils.
To ensure all staff to recognise and fulfil their statutory responsibilities in line with the SEND Code of Practice.
To ensure SEND children make appropriate progress from their starting point which is at least in line with their peers nationally.
To ensure that all staff put into practice the advice and strategies provided by the SENDIT, SENDCO and/or external advisors.
Understand, accept and follow the trust's safeguarding/child protection procedures in order to protect the safety of all children and vulnerable adults, following the guidelines set out in 'Keeping Children Safe in Education'
To work with outside agencies to upskill teachers and support staff.
To work with school professionals through formal and incidental Pupil Progress Meetings and identify barriers to learning and thereby identify the appropriate support/provisions
To model advice, strategies and interventions e.g. Social Stories and support teachers and support staff to provide high quality resources.
To provide high quality coaching, mentoring and support to teaching and support staff across the federation to promote excellent and inspirational learning, assessment and teaching and to provide structured support and improvement in their performance.
To support teaching and support staff to ensure equality and diversity and the use of quality first teaching are central to learning, assessment and teaching; develop practice and experimentation amongst teaching staff to further develop skills and support innovation.
To provide personalised and constructive action plans and targets for teaching staff to support their development to deliver consistently good and outstanding learning, assessment and teaching.

To conduct a range of developmental observations of teaching and support staff and coach and advise them on improvements to their current practice and planning for learning.
To liaise with other key staff to share best practices in learning, assessment and teaching, signposting and providing access to resources to support learning, assessment and teaching and support for their effective use
To help construct and deliver staff development programmes and workshops of professional development for teaching and support staff.
To develop, identify and disseminate case studies of best practice in the Trust and to undertake relevant professional development to enhance learning, assessment and teaching skills including visits to outstanding colleges and research into best practice for dissemination
To undertake relevant training to develop own coaching skills, as agreed with the Trust Team.
To keep accurate and up to date records, reporting to the SENCo and Headteachers, and senior leaders, as required, on progress with and support of teaching staff referred for mentoring or support, outcomes of professional development activities and on-going personal development activities associated with the role.
To consistently demonstrate good and outstanding teaching and act as a role model across the Trust to meet the needs of pupils, and team.
To ensure that all staff read and follow the Trust Inclusion Policy and Information Reports.
Support the strategic leadership and management of SEN staff across the Trust
Support the smooth transition, at any stage, of children with SEND within the Trust
Engage fully with parents to maintain a positive home school link
Have a high visibility and availability for staff across the Trust to seek support
Lead the standardisation of interventions across the Trust
Monitor and moderate interventions across the Trust
Provide on-going, holistic social/emotional /mental health support to children, parents and staff whilst embedding the Nurture Principles across the Trust
To actively support school activities, on occasion, such as staff training, parents evenings, staff meeting and governor meetings, which may require some out-of-hours availability.
Maintain high standards in your own attendance and punctuality.
Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all staff must make sure their approach is child-centred. This means that they must, at all times, do what is in the best interests of the child and follow the guidelines set out in 'Keeping Children Safe in Education'.
Any other duties as deemed appropriate to the post under the direction of the SENDCO.

### Person specification

	Essential	Desirable
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>Degree level qualification</li> <li>Willingness to undertake CPD</li> <li>Current Level 2 Safeguarding training</li> <li>Current DBS</li> <li>SENCO Award, equivalent or appropriate recognised experience</li> <li>Evidence of recent and relevant professional development</li> <li>Successful teaching experience of the primary age range</li> <li>Successful experience of monitoring, evaluating and improving the quality of teaching and learning</li> <li>Experience of promoting positive social and emotional wellbeing</li> <li>Experience of removing barriers for vulnerable groups and individuals</li> <li>Experience of successfully promoting positive learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>An outstanding working knowledge of the SEND code of practice</li> <li>Successful experience as a senior leader</li> <li>Knowledge and experience of teaching pupils with Special Educational Needs</li> <li>Experience of working in a multi-cultural setting</li> <li>Experience of managing a child protection caseload</li> <li>Successful experience of creating and maintaining effective partnerships with parents and the community, to enhance pupils learning</li> </ul>

<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>Understanding of health and wellbeing, safety and child protection</li> <li>Awareness of data protection and confidentiality</li> <li>Computer literate and proficient (E mail, word processing, spreadsheet)</li> <li>Understanding of the School ethos and values</li> <li>Effective oral and written communication skills</li> <li>Ability to provide clear educational vision and direction</li> <li>Knowledge of current educational developments and statutory requirements</li> <li>Clear understanding of what makes outstanding teaching</li> <li>Innovative leadership of a curriculum area</li> <li>Ability to design and implement a fun and engaging curriculum which prepares children for real life</li> <li>Proven track record of delivering high quality outcomes</li> <li>Ability to collect, analyse and strategically use data to raise standards</li> <li>Ability to foster a school ethos which aligns to that of the Trust</li> <li>Ability to form and maintain appropriate professional relationships with children</li> <li>Ability to contribute to whole Trust outcomes</li> </ul>	<ul style="list-style-type: none"> <li>First aid skills</li> <li>Working knowledge of social media</li> <li>A passion for and understanding of the principles of nurture</li> <li>Proficient with school online systems: Arbor, CPOMS</li> <li>Experience of administering statutory tests</li> <li>Understanding of the differences between a maintained school and an academy and how an academy trust runs</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>High standards in your attendance and punctuality</li> <li>Ability to work in a team</li> <li>A flexible approach</li> <li>Problem Solving</li> <li>Active Listening</li> <li>Organised</li> <li>Motivated to support children</li> <li>Managing Relationships</li> <li>Resilience</li> <li>Possess high levels of emotional literacy</li> <li>Approachable and nurturing personality</li> <li>Enthusiastic and positive attitude</li> <li>An inspiring leader holding high expectations personally and for his/her team</li> <li>Decisiveness</li> <li>A person of high values and absolute integrity who will always put the needs of the school first</li> </ul>	<ul style="list-style-type: none"> <li>Self-confidence</li> <li>Ability to relate well to other professionals</li> <li>Good sense of humour</li> <li>Community facing</li> </ul>

This job description has been written by the Inclusive Multi Academy Trust in conjunction with the Trust SENDCo. This will be reviewed annually to reflect the plans, growth and development of the school, Trust and education system. As part of the yearly performance development cycle this will be signed by the staff member and their line manager.

SENDIT:	Line manager:	Date:
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