

Job Description/Person Specification Aspiring SENDCO / Class Teacher

Job Purpose for Aspiring SENDCO / Class teacher role:

To support the SENDCo /SLT and teachers in ensuring the progress of students with additional needs across the school community. The post holder will be responsible for supporting individual students and small groups to help develop the skills and confidence of students so that they are able to build their independence in the classroom and beyond. In addition, the Aspiring SENDCo will support the SENDCo /SLT in identifying students with SEND, and planning provision for all students on the SEND register, including students with EHCP plans. To deputise for the SENDCo when required.

To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the below statutory documents:

1. Professional Standards for Teachers (as set out below)
2. The Conditions of Employment for Teachers as defined in the current School Teachers Pay and Conditions Document

Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: General responsibilities:

- To perform duties and attend meetings as reasonably required.
- To participate in the School's performance management procedure.
- To undergo in-service training where required.
- To contribute to the school's pastoral system.
- To observe and implement current school policies and good practice.
- To carry out such particular duties as the Head teacher may reasonably direct from time to time.

Support for Students:

- Supervise and provide support for targeted students, ensuring their safety and access to learning activities.
- Establish positive relationships with students, acting as a role model, setting high expectations, and being aware of and responding appropriately to individuals' needs.
- Communicate students' needs and effective strategies with teaching staff to ensure students are able to access the learning in all lessons.
- Lead with the development and implementation of Individual Teaching Plans (ITPs).
- Co-ordinate the development and implementation of Education, Health and Care Plans and undertake Annual Reviews of EHCPs.
- Co-ordinate with the planning and implementation of small group and one to one interventions.
- Co-ordinate with the planning of Learning Support Assistants timetables to ensure that key students are supported effectively in class, in interventions and around the school.
- Monitor the progress of students on the Inclusion register and the effectiveness of interventions and in class support.
- Attend to identified students' personal needs as required (social, health, physical, personal care and welfare), referring to SENCo any concerns about student safety and well-being.
- Promote the inclusion and acceptance of all students.
- Provide support for designated students with examinations (internal and external).
- Assist with special concessions applications and exams support.
- Liaise, alongside the SENDCo, with professionals to support student progress and access to education.
- Create and maintain an orderly and supportive environment within the Inclusion department to support students' progress and well-being.

Support for Teachers:

- Prepare and maintain equipment / resources for key groups of students in liaison with the classroom teacher, and assist students in their use.
- Use strategies, in liaison with teachers, to support students to improve progress.
- Provide advice and guidance on effective strategies for students with SEND, and assist with the planning of learning activities.
- Provide regular feedback to teachers on students' achievements, progress and barrier to learning.
- Support the management of student behaviour, recording difficulties as appropriate in line with school policy.
- Monitor students' responses to learning activities and accurately record

Achievement / progress as directed in conjunction with classroom teachers.

- Establish constructive relationships with parents and carers, contacting them as necessary.
- Undertake examination invigilation and / or student support in SATs as directed.

Support for the Curriculum:

- To develop students' literacy / numeracy skills in order to raise standards.
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to student responses.
- Work alongside the SENDCo to communicate student needs and develop and share good practice and resources to ensure that all students are able to access the curriculum.
- Support the use of ICT in the classroom by the teacher and student to support progress.
- Prepare, maintain and use equipment / resources required to meet the relevant learning activity and assist students in their use.

Support for the School:

- Be aware of and comply with policies relating to Child Protection, Health & Safety, Equal Opportunities, Confidentiality, SEND Code of Practice as well as general staff procedures.
- Contribute to the overall ethos, vision and aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- To design and deliver appropriate CPD to all staff including the faculty according to performance management feedback and needs.

Teaching role:

A teacher must:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote good progress and outcomes by pupils
- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- Guide pupils to reflect on progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study
- Responsible for the supervision of the work of Teaching Assistants relevant to her /his responsibilities
- Responsible for liaison with parents / carers and outside agencies as appropriate

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- To keep up to date with new developments in the curriculum and liaise with colleagues as appropriate
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity

- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment:

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, 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 involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's profession
- Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Standard Duties:

- To actively promote the equalities and diversity agenda, child protection, Inclusion and explore ways of putting them into practice in school
- To be familiar with relevant whole school policies and implement within school
- To participate in self-improvement in performance through workplace development
- To undertake any additional duties commensurate with the grade of the post and as may be determined in consultation with the Head Teacher
- **Contacts:**
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- Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools.
- **Special Conditions**
- An Enhanced Disclosure and Barring Service (DBS) check is required for this post
- To support regular in-service training and maintain professional development and review as required
- The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

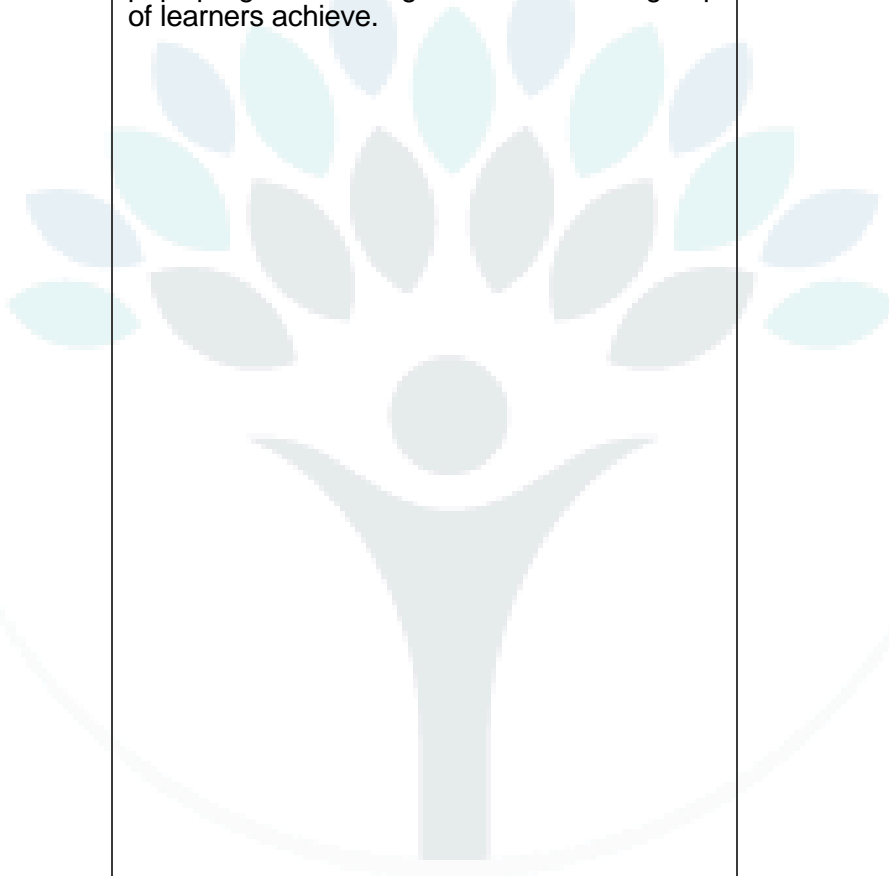
Person Specification

PLEASE NOTE: The emboldened criteria below will be used to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview. Conclusive evidence should therefore be provided against each criterion.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

	Selection Criteria	How Assessed
Education and Qualifications	<ul style="list-style-type: none"> • QTS • Degree • Evidence of continuing professional development • SENCo Qualification or desire to complete the SENCO course 	Application form and Certificates
Knowledge and Experience	<p>Experience of teaching children/pupils with SEND.</p> <p>Ability to demonstrate knowledge and experience to carry out the responsibilities of a teacher in relation to planning, delivering and assessing the National Curriculum across the primary or secondary phase.</p> <p>An advanced understanding of principles of child development and learning processes and in particular, barriers to learning</p> <p>Proven experience of working successfully with SEN pupils, including vulnerable.</p> <p>Experience of working with young people to improve their literacy skills (experience of working with students with EAL / dyslexia would be an advantage)</p> <p>Experience of working with young people with ASC and/or attachment needs</p> <p>Ability to communicate well with students, understand their needs and engage in joint goal setting with the individual student as part of a strategic intervention plan.</p> <p>Ability to identify potential barriers to learning and jointly engage in strategies to overcome these barriers.</p> <p>Ability to relate to students about positive values and behaviour</p> <p>Able to prepare internal and external written records as and when required and keep accurate, up-to-date records.</p>	Application form/ Interview / observation

Have an understanding of issues to do with child protection.
Ability to adhere to working procedures and policies within the school environment.
Up to date knowledge of current national educational issues.
Evidence of enhancement of pupil progress gains and raising the attainment and achievement levels of all pupils.
Knowledge and understanding of current assessment practice and the use of data and pupil progress tracking to ensure that all groups of learners achieve.



	Selection Criteria	How Assessed
		

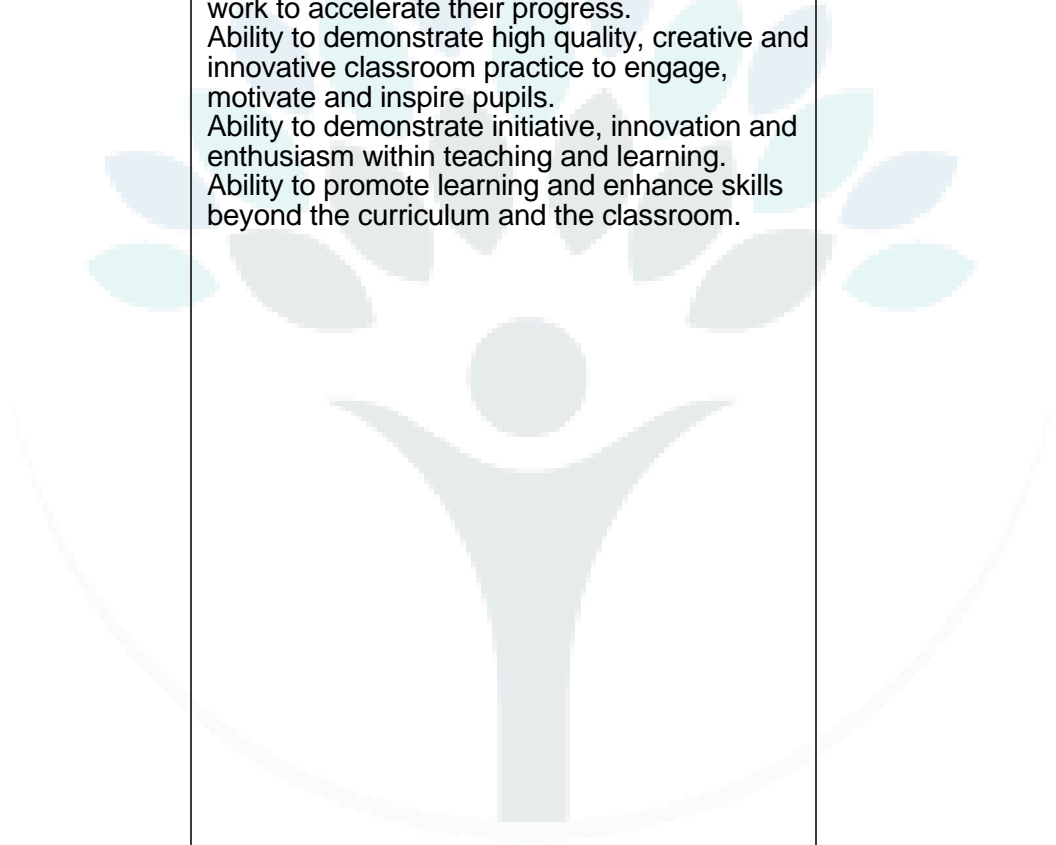
Skills and Abilities

Evidence of good or outstanding teaching.

Interview / lesson observation



	<p>Full knowledge of relevant policies/codes of practice and awareness of relevant legislation in particular SEN Code of Practice.</p> <p>Evidence of Strategies used to establish consistently high aspirations in Standards of learning engagement and positive pupil behaviour.</p> <p>Experience of working alongside a school's management Structure in order to influence change.</p> <p>Ability to assess pupils' learning needs and to teach mixed ability pupils within the same class/cohort/group and provide differentiated work to accelerate their progress.</p> <p>Ability to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils.</p> <p>Ability to demonstrate initiative, innovation and enthusiasm within teaching and learning.</p> <p>Ability to promote learning and enhance skills beyond the curriculum and the classroom.</p>	
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	<p>Ability to use effectively a variety of teaching and learning Styles to enhance teaching, including a wide range of ICT resources.</p> <p>Ability to communicate clearly, accurately and effectively both orally and in writing with children, parents, professional colleagues, support Staff and governors as appropriate.</p> <p>Have appropriate planning and organisational skills to support teaching, learning, assessment and recording requirements.</p> <p>Ability to work co-operatively as a team member and to direct the work of Teaching</p> <p>Have Sendco qualification or are willing to undertake the qualification of Sendco in line with government expectations.</p>	
	Selection Criteria	How Assessed
Safeguarding	<p>Knowledge of Safeguarding and Child Protection expectations</p> <p>Knowledge and understanding of strategies for inclusion and equal opportunities</p> <p>Knowledge of Health and Safety expectations affecting children and adults across the school</p>	Interview
Work Circumstances	Ability to secure an effective work/life balance	Interview