



## Job Description: KS2 Teacher/SENDCo

### Job Purpose

#### As a teacher:

- 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.

#### As a SENDCo:

- To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

### Main Responsibilities

- All teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers' Pay and Conditions Document*. Teachers should also have due regard to Teachers' Standards. Teachers' performance will be assessed against the Teachers' Standards as part of the appraisal process as relevant to their role in the school.
- 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 individuals with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies

### Supervisory responsibility

- The post holder will be responsible for the deployment and supervision of the work of other adults and other areas within school relevant to their responsibilities, as agreed with the Head Teacher.

### 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, their prior knowledge and plan teaching and differentiate appropriately to build on this 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 e.g. 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.

### SENDCo

- 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
- Make sure the SEN policy is put into practice, and its objectives are reflected in the academy development plan (ADP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice including the local offer
- Work with the head teacher and governing body to decide on the priorities for expenditure and deployment of staff to utilise resources with maximum efficiency
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Co-ordinate and attend all annual review meetings for education, health and care (EHC) plans
- Develop positive relationships and communicate regularly with parents/carers
- Work with the teaching staff in the provision base to develop high level practice
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extracurricular activities

### 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
  - Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
  - Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
  - The SENDCo will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

### **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
- 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*
- Identify training needs for staff and how to meet these needs
- Lead training for staff for areas of responsibility including SEND
- Share procedural information, such as the school's SEND policy

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **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*
- As SENDCo, contact and engage relevant services for the pupil
- As SENDCo, ensure records are maintained and kept up to date

## Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary, 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 appraisal
- Proactively participate with arrangements made in accordance with Appraisal Regulations

## Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Signed to indicate agreement ..... [Post-holder]

Date .....

Signed

.....

[Manager] Date .....



## Person Specification: Teacher/SENDCo



	Essential	Desirable
<b>Experience</b>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Recent and impactful experience as a class teacher in the primary phase • The National Professional Qualification (NPQ) for SENDCos (or the NASENCo if completed/started before Sept 2024). Or in the process of obtaining this qualification</li> <li>• Experience of working with children with a range of SEND</li> </ul>	<p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>• postgraduate study</li> <li>• other professional qualification i.e. NPQML</li> </ul>
<b>Organisation</b>	<p><b>Evidence of ability to:</b></p> <ul style="list-style-type: none"> <li>• Manage time and prioritise workload effectively</li> <li>• Identify (potential) problems and address these</li> <li>• Balance the demands of many responsibilities effectively</li> <li>• Record and pass on information accurately</li> <li>• Communicate effectively with agencies</li> </ul>	<p><b>Evidence of ability to:</b></p> <ul style="list-style-type: none"> <li>• organise and manage a subject area</li> <li>• contribute positively and communicate effectively in a job share role</li> </ul>
<b>Specialist Skills and Knowledge</b>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• Child-centred vision for education</li> <li>• Secure understanding of the needs of primary-aged children</li> <li>• Effective and positive approach to behaviour management</li> <li>• Ambition for children’s outcomes and achievement</li> <li>• Ability to deliver effective sequences of learning</li> <li>• Careful consideration of, and ability to provide for, the needs of <b>all</b> children</li> <li>• Positive impact on pupil outcomes</li> <li>• Ability to evaluate and synthesise a range of information and data in order to inform pupils’ learning</li> <li>• Ability to relate to and empathise with children and to develop trusting and respectful relationships with them</li> <li>• Ability to manage people and resources</li> </ul>	<p><b>Demonstrates:</b></p> <ul style="list-style-type: none"> <li>• experience in more than one year group within the primary phase</li> <li>• subject specialist knowledge</li> <li>• ability to lead and strategically develop a subject area.</li> </ul>
<b>Disposition and attitudes</b>	<ul style="list-style-type: none"> <li>• Dedication and drive to provide the best possible educational provision</li> <li>• Informed enthusiasm for innovation and research-led practice</li> <li>• Altruistic approach to supporting children, families and colleagues</li> <li>• Advocate of the school’s Christian ethos</li> <li>• High levels of integrity, resilience and emotional stability</li> <li>• Shows initiative and flexibility when faced with challenging situations</li> <li>• Demonstrates reliability and loyalty</li> <li>• Commitment to equal opportunities and securing good outcomes for children with SEND</li> <li>• Able to demonstrate an understanding of and a commitment to the safeguarding of children</li> </ul>	<p>Evidence of Sharing in and contributing to the life of the school</p>
<b>Specific Requirements</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills, including oral, written and use of IT</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• Uphold the Teacher Standards at all times</li> <li>• Maintain confidentiality in all school matters</li> <li>• Excellent attendance record in current employment (not including absences resulting from disability)</li> </ul>	