

# Northenden Community School

**JOB DESCRIPTION:** Special Educational Needs and Disability Coordinator and Whole Class Teacher

**POST:** SEND Teacher and Class Teacher

**PAY RANGE:** Main Pay Scale + TLR2a

**ACCOUNTABLE TO:** The Headteacher, Deputy Headteacher and Governing Body

## JOB PURPOSE

Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* and the *SEND Code of Practice*. This SEND teacher role is to support children with SEND needs across the school. The SEND teacher will be required to work with other teachers and leaders;

- To ensure an ambitious and high quality education for all pupils with SEND across the school
- To ensure all children with SEND make the best possible progress from their starting points and achieve exceptionally well
- To ensure consistency in teaching, learning and progression for all pupils with SEND. Staff across the school are supported to ensure the curriculum is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future
- To carry out the professional duties of a class teacher in accordance with the school's policies under the direction of the Headteacher/Deputy Headteacher.

## RESPONSIBILITIES

The SENDCo will have a key role within the school to promote outstanding teaching and learning across the school for children with SEND. The post holder will have day to day responsibility for a whole class. The focus of the work is teaching and learning and exercise of professional skills and judgment.

### Responsibility

- Provide quality assurance, monitoring and intervention as agreed over a school year.
- Identify staff development needs and coordinate these with the senior leadership team
- To monitor SEND organisation and the learning environments available for children with SEND.
- To monitor effective moderation, assessment and marking and feedback across the school for children with SEND.

### Accountability for leading, managing and developing SEND provision across the school

- Define and agree appropriate improvement targets and action plans.
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Provide the senior leadership team with the relevant pupil performance information.
- Build effective working relationships with all relevant multi-agency professionals, the local authority, parents and carers as well as others in the local community.

### Impact on educational progress for all pupils with SEND

- Identify appropriate attainment and or achievement targets.
- Monitor pupil standards and achievement against annual targets.
- Monitor planning, curriculum coverage and learning outcomes.
- Monitor standards of pupil behaviour and application.

- Plan and implement strategies where improvement needs are identified.
- Ensure that relevant attainment/achievement targets are met or exceeded.
- Support teachers in planning appropriate strategies to achieve pupil progress target levels and objectives.
- Monitor the objectives and targets for children with SEND and promote the importance of raising their achievement/attainment.
- Encourage pupils' motivation and enthusiasm, developing positive responses and high expectations.
- Identify quantifiable and challenging pupil progress objectives with teachers and multi-agency professionals where appropriate.
- Liaise with parents/carers as needed to support pupils learning and progress.

#### **Actions:**

1. To review and develop current teaching, learning and curriculum planning and provision to ensure best practice.
2. To complete regular planning and book scrutiny to ensure high standards are maintained and pupils achieve exceptionally well.
3. To analyse assessment progress and outcomes to identify areas of strength and weakness, informing school performance review and development, and suggest further action to support school improvement.
4. To support the school in fully promoting effective systems for assessing and tracking pupil performance, using all data and evaluative information to inform teaching. To identify target pupils and to initiate appropriate interventions for these pupils.
5. To provide additional training, including INSET and staff meetings for all staff. Develop strategies and techniques for further improving standards, which are in response to analysis of progress and outcomes, and scrutiny of teaching and learning.
6. To assist colleagues to develop their skills and confidences in teaching through modelling lessons and implementing a range of effective teaching and learning strategies.
7. To evaluate the impact of any teaching interventions within the school on raising standards of progress and attainment.
8. Have an overview and lead the provision of SEND as a specific area of responsibility. Prioritise initiatives to raise standards of attainment and progress, including the completion of a yearly action plan and review of SEND policy and SEND information report.
9. To provide support to teachers in setting individual or group targets/priorities as appropriate.
10. To work in close collaboration with others internally and externally as required and respond to government initiatives as they arise.
11. To identify good practice nationwide which has made significant impact on raising standards, and to pilot these strategies where appropriate.
12. To disseminate successes and areas for improvement to relevant stakeholders including senior/middle management, staff, parents and governors.
13. To manage and monitor the SEND budget effectively.

Attributes		Requirements	
		Source of Evidence	Essential/Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>Qualified Teachers status</li> <li>Degree or equivalent qualifications</li> <li>Evidence of recent professional development in area of responsibility</li> <li>Further post-graduate study including National SENCO Award (or willingness to complete it)</li> </ul>	A A A A	E E E D (but E if appointed)
Experience and Skills	<ul style="list-style-type: none"> <li>A through working knowledge of the National Curriculum, EYFS framework, SEND Code of Practice</li> <li>Successful experience of teaching in EYFS, KS1 or KS2</li> <li>Experience of allocating and managing a budget</li> </ul>	I A A, I	E E D
Professional development	<ul style="list-style-type: none"> <li>Active involvement in recent and relevant INSET/training</li> <li>Training in different teaching and learning strategies</li> </ul>	A, I A, I	E D
Planning	<ul style="list-style-type: none"> <li>Knowledge and experience of class, SEND and school development planning</li> <li>Strategic management skills</li> </ul>	A, I A, I	E D
Data analysis	<ul style="list-style-type: none"> <li>Ability to analyse, interpret and act on data outcomes</li> <li>Experience of target setting</li> </ul>	I I	E D
Improving Teaching and Learning	<ul style="list-style-type: none"> <li>Knowledge and experience of a range of teaching and learning styles and strategies</li> <li>Experience of organising/delivering teacher training and development</li> <li>Experience of observing and evaluating the quality of teaching</li> </ul>	A, I A, R A, I	E D D
Working with others	<ul style="list-style-type: none"> <li>Strong interpersonal skills: ability to lead, negotiate, build rapport, motivate and challenge with the ability to give feedback in a sensitive manner</li> <li>Able to establish credibility with all staff</li> <li>Experience of working with other agencies or organisations</li> </ul>	R R A, I	E E D
Resource Management	<ul style="list-style-type: none"> <li>Proven ability to maximise human and other resources</li> </ul>	A, I	E
Knowledge of education	<ul style="list-style-type: none"> <li>Vision of education in a wider context</li> <li>Experience of wider reading and educational issues</li> </ul>	I A, I	E D
Key skills, qualities and attributes	<ul style="list-style-type: none"> <li>High expectations and a commitment to raising standards of attainment, including for children from socially disadvantaged areas</li> </ul>	A, I, R	E

	<ul style="list-style-type: none"> <li>• Commitment to equal opportunities and equal value for students and colleagues</li> <li>• Resilient, cheerful under pressure</li> <li>• Innovative self-starter</li> <li>• Good organisational skills</li> <li>• Adaptability to changing circumstances and ideas</li> <li>• Able to set high standards in actions</li> <li>• Able to work independently.</li> </ul>	A, I  I, R I, R I, R I, R I, R I, R	E  E E E E E E
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#### Key

E= Essential D= Desirable

A= Application Form, I = Interview, R= Reference

#### Additional clarification of requirements of the post include:

<b>Safeguarding</b> Displays a commitment to the protection and safeguarding of children and young people. Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people.
<b>Promoting Equality and Diversity</b> Understand how knowledge of our diverse communities can help us to deliver effective services and reduce disadvantage. Listen to contributions made to service development without prejudice.
<b>Care</b> Listen and respond to children people needs, seek out innovative ways of consulting and engaging them. Network with others to develop services for the benefit of the children.
<b>Developing Self and Others</b> Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.