

## **WOOLMER HILL SCHOOL**

### **JOB PROFILE FOR CLASS TEACHER**

**JOB TITLE**

SENCo

**JOB PURPOSE**

To support the school by leading the strategic development and practical implementation of the school's Special Educational Needs (SEND) policy and overseeing the day-to-day operation of that policy so that every pupil with special needs makes good progress and achieves well.

**RESPONSIBLE TO**

Assistant Headteacher

**KEY ACCOUNTABILITIES:**

You are required to:

1. carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document
2. lead the learning support department
3. teach within the age range 11 - 16 (subjects commensurate with your expertise)
4. act as a member of the school's pupil support and guidance organisation as directed by the headteacher

**Key Accountabilities**

- Strategic development, evaluation and implementation of the school's special needs policy and provision
- Supporting all staff in identifying, assessing and planning to meet the needs of all pupils who have special educational needs
- Making and organising specialist provision for pupils with recognised special educational needs
- Liaising with parents/carers and a range of specialists and agencies to plan and evaluate provision, including preparing and reviewing formal documentation on behalf of pupils
- Leading, developing and managing the learning support team
- Effective and efficient deployment of resources to meet the other accountabilities

**Key Responsibilities**

- support all staff in understanding the needs of pupils with SEN and ensure the objectives to develop SEN provision and practice are appropriately reflected in the school development plan
- provide professional guidance, support and development to staff to secure good teaching for SEN pupils
- advise on and contribute to the professional development of staff, including whole school INSET provision

- monitor progress of objectives and targets for pupils with SEN, evaluate the effectiveness of teaching and learning in relation to supporting special needs and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the SLT on what is required to maximise achievement
- liaise with staff, parents, external agencies and WMAT to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- work with the SLT and staff to develop effective ways of bridging barriers to learning for pupils with SEN through:
  - early and effective assessment of needs
  - supervision of the work of support staff to include timetabling
  - Annual Reviews and will write, monitor, evaluate and review Individual Education Plans, EHC plans, as well as being the link person between parents/carers and outside agencies.
  - prepare documentation on individual pupils for external agencies/meetings
  - liaise and direct specialist support in the school
  - monitoring of teaching, learning and pupil achievement within school systems
  - liaising closely with members of the safeguarding team
  - maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies
- co-ordinate all annual and interim reviews and attend / chair meetings when necessary
- Attend or co-ordinate Year 6 Reviews as appropriate for primary pupils to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision.

### **Professional**

- ◆ attend scheduled department and school staff meetings
- ◆ attend parents' consultation meetings as directed
- ◆ participate in the school's Performance management scheme
- ◆ participate in the In Service Training programmes organised by the school and other relevant bodies
- ◆ implement school policies
- ◆ take responsibility for own professional development, setting objectives for improvements
- ◆ engage in collaborative work across the school and WMAT

Signed.....Date.....

## Person Specification

	Essential	Desirable
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Good honours degree</li> <li>• Specific training/qualification in working with pupils with special needs</li> <li>• Good knowledge of Code of Practice and relevant regulations and requirements and current developments in this field</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant professional qualifications/ membership(s)</li> <li>• Training in assessment and evaluation of special needs and provision</li> <li>• Clear understanding of safeguarding procedures</li> </ul>
<b>Curriculum Experience</b>	<ul style="list-style-type: none"> <li>• Successful teacher of any subject</li> <li>• Successful experience of curriculum or provision development</li> <li>• Experience of teaching and learning in classroom and in non-classroom contexts</li> <li>• Experience of teaching across age and ability range</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of planning provision (e.g. timetabling and staffing)</li> <li>• Successful experience in a mainstream school SEN role including applying for an EHCP and exam access arrangements.</li> </ul>
<b>Pastoral Experience</b>	<ul style="list-style-type: none"> <li>• Successful in working with parents to support pupils</li> <li>• Successful in working with “agencies” to support pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Successful form tutor</li> <li>• Experience of providing specific, planned pastoral support through others (e.g. assistants or teachers)</li> </ul>
<b>Leadership and Management Experience</b>	<ul style="list-style-type: none"> <li>• Credible and confident in leading a team</li> <li>• Credible and confident in communicating with school staff at all levels</li> <li>• Credible and confident in making and communicating plans and implementing them through others</li> </ul>	<ul style="list-style-type: none"> <li>• Successful “whole school” role(s) or initiative(s)</li> <li>• Successful in working closely with leadership team and with Governors</li> <li>• Successful, substantial strategic role or responsibility</li> <li>• An understanding of school accountability measures and the changes to exams</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Committed, reliable and trustworthy</li> <li>• “Self-starter” – able to plan and work on own initiative</li> <li>• Excellent communicator and able to inspire others</li> <li>• Warm and welcoming while always completely professional</li> <li>• Robust, resilient and positive!</li> <li>• Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>