

JOB DESCRIPTION



Job Title: Teacher + SENDCO

Responsible to: Headteacher / Board of Trustees

Purpose

As a teacher, the postholder will uphold the Teachers' Standards by setting high expectations, promoting positive progress and outcomes, adapting teaching to meet individual needs, using assessment effectively and contributing positively to the wider life of the school.

As SENDCO, the postholder will lead and coordinate the school's SEND provision, ensuring that pupils with SEND are identified, assessed and supported appropriately. The postholder will work collaboratively with staff, parents/carers, pupils and external agencies, providing advice and guidance to colleagues and monitoring the effectiveness of SEND provision and interventions. The SENDCO will coordinate provision and ensure that statutory SEND processes and responsibilities are appropriately managed across the school. The postholder will provide leadership, guidance and support to colleagues in developing inclusive practice.

Key Duties and Responsibilities

- Plan, prepare, and deliver engaging and developmentally appropriate learning experiences in line with the EYFS or National Curriculum.
- Create a supportive and nurturing learning environment that fosters children's physical, emotional, social, and cognitive development.
- Use a variety of assessment methods to track progress, inform planning, and report effectively to parents and carers.
- Build strong relationships with pupils, parents, and colleagues to support each child's learning journey.
- Contribute to the wider life of the school, including participation in staff meetings, INSET days, and school events.
- Promote positive behaviour and uphold the school's values and policies.
- Maintain a safe, clean, and stimulating classroom environment, including managing displays and resources effectively.

The appointment of a teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD)
- The required Standards for Qualified Teacher status
- Other current and relevant legislation and statutory guidance for teachers

Teachers Role

1. 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.

2 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 the progress they have made and their emerging needs

- Demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate Good Subject and Curriculum Knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- 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.

4 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 other 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.

5 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 know 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 of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 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.

7 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 Academy, in accordance with the Academy'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.

8 Fulfil Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the Academy.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers in regard to pupils' achievements and well-being.

9. SENDCo Responsibilities

TLR 2b responsibility: *The postholder will undertake the additional leadership responsibilities associated with the role of SENDCo, alongside their teaching responsibilities, as directed by the Headteacher.*

- Lead and coordinate SEND provision across the school, supporting the school to meet its statutory duties and responsibilities in relation to SEND.
- Advise the Headteacher and senior leadership team on SEND matters, provision, priorities and statutory responsibilities.
- Coordinate the effective use of SEND funding, resources and staffing to support identified pupil needs.
- Monitor and evaluate the quality and impact of SEND provision across the school and identify priorities for improvement.
- Develop, implement and regularly review the school's SEND provision, policies and procedures in line with the SEND Code of Practice and relevant statutory guidance.
- Coordinate the identification, assessment, monitoring and review of pupils with SEND, ensuring that appropriate support and interventions are put in place.
- Maintain oversight of the SEND register and ensure that pupil records, provision maps and other SEND documentation are accurate, up to date and appropriately maintained.
- Coordinate and monitor the Assess, Plan, Do, Review cycle, ensuring that provision is evidence-informed and responsive to individual pupil needs.
- Work closely with class teachers and support staff to ensure that pupils with SEND receive appropriate differentiation, reasonable adjustments, interventions and targeted support.
- Provide advice, guidance and professional support to teachers and teaching assistants in relation to SEND provision and inclusive classroom practice.
- Liaise effectively with parents/carers and, where appropriate, pupils, ensuring that they are involved in decisions regarding SEND provision and support.
- Coordinate and contribute to Education, Health and Care Plan (EHCP) processes, including applications, annual reviews and liaison with the Local Authority and relevant external agencies.
- Work collaboratively with external professionals and specialist services, including educational psychology, speech and language therapy, health professionals and other agencies, where appropriate.
- Monitor the impact and effectiveness of SEND provision and interventions, using relevant assessment information and pupil progress data to inform future provision.
- Support the effective deployment of SEND resources and staff to maximise outcomes for pupils with SEND.

- Contribute to the development of an inclusive school culture in which pupils with SEND are supported to access the curriculum, participate fully in school life and achieve their potential.
- Keep up to date with current legislation, statutory guidance and best practice relating to SEND and undertake appropriate professional development.
- Report to the Headteacher and Governors, as required, on SEND provision, pupil progress and priorities for development.
- Contribute to the wider leadership and strategic development of the school in relation to inclusion, SEND and equality of opportunity.

The post holder must promote and safeguard the welfare of the children and young people that they are responsible for, or come into contact with.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by Tyne and Wear Learning Trust

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Tyne and Wear Learning Trust's records and information.

The post holder must carry out their duties with full regard to Tyne and Wear Learning Trust's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other policies.

The postholder must comply with Tyne and Wear Learning Trust's Health and Safety rules and regulations and with Health and Safety legislation.