**Outline Job Description and Person Specification**

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| **Post Title:** | **SENCo Maternity Cover** |
|  | **April (or Earlier) to December fixed term** |
| **Grade:** | **MAIN PAY SCALE/ UPS + TLR 2b (£4653)** |

**Generic Introduction:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Beckfoot Nessfield is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access.
4. Beckfoot Nessfield is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Job Purpose:**

Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.

All Teachers are subject to the conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document (STPCD). The school complies with requirements in order to make reasonable demands of teachers.

All teachers must have due regard to the National Standards for Teachers and will be assessed against these standards at least annually.

**Overall responsibility**

* To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils;
* To model effective teaching, to coach and train colleagues and to teach across the school;
* To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.
* To ensure the school adheres to the SEND Code of practice

**Areas of responsibility and key tasks:**

**Strategic direction and development of SEND provision in the school, with the support of and working with the Headteacher to:**

* Contribute to the school ethos in which all pupils have access to a broad, balanced and relevant curriculum.
* Support all staff in understanding the needs of SEND pupils
* Devise and promote plans to ensure the needs of pupils with SEND are met
* Regularly monitor progress against targets for pupils with SENDin accordance with the SEND Code of Practice
* Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHCP) and for future applications
* Apply for relevant funding for individual children
* Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the head teacher on the level of resources required to maximise achievement
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
* Lead *The Nest*, nurture room provision to support the needs of targeted children.
* Develop partnerships with parents to ensure that a child centred approach, as outlined in the SEND code of practice, is at the heart of all decisions made
* Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately

**Teaching and learning to:**

* Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND
* Work with all staff to develop effective ways of bridging barriers to learning through: assessment of needs; monitoring of teaching quality and pupil achievement; target setting through IEPs; provision mapping and the keeping of accurate records
* Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with teachers, teaching assistants, parents and external agencies
* Work with head teacher, teachers, phase leads and teaching assistants to ensure all pupils’ learning is of equal importance and that there are high and realistic expectations of pupils
* To teach mornings in *The Nest*, nurture room provision.

**Leading and Managing Staff to:**

* Achieve constructive working relationships and establish opportunities for the SENCo, support assistants and other teachers to review the needs, progress and targets of pupils with SEND
* Line manage SEND teaching assistants and Learning Mentor
* Provide regular information to Senior Leadership Team (SLT) and Beckfoot Trust on the effectiveness of SEND provision and outcomes
* Advise and contribute to all aspects of SEND training to ensure the professional development of staff

**Parents, the community and extended schools to:**

* Play a full part in the life of the school community
* Work with parents and families who have a child with SEND offering support and guidance
* Encourage parents to participate in the life of the school in a variety of ways

**Managing own performance and development:**

* Demonstrate resilience and resourcefulness
* Participate in the school’s appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities

**Use of Resources to:**

* Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
* Oversee and monitor appropriate budget allocations in liaison with the Headteacher

**Additional responsibilities and general requirements to:**

* Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
* Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
* Have a working knowledge of teachers’ professional duties and legal liabilities
* Operate within the stated policies, practices and ethos of the school
* Establish effective working relationships and set a good example through own presentation and personal and professional conduct
* Endeavour to give every child the opportunity to reach their potential and meet high expectations
* Contribute to the corporate life of the school through effective partnership in meetings and management systems necessary to coordinate the management of the school

**Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

* Express themselves fluently and spontaneously at length effortlessly.
* Explain difficult concepts simply without hindering the natural smooth flow of language.
* Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

**Special Conditions of Service:**

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Other considerations**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Headteacher.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

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| Training & Qualifications: 1. Qualified Teacher Status (E)
2. National Award for SEND Coordination (D)
3. Commitment to complete National Award for SEND Coordination (E)
4. Evidence of continuing and recent professional development relevant to the post (E)
5. Further specialist qualification in an aspect of SEN eg. ASD, SpLD (D)
6. At least 3 years successful teaching experience within the primary age range (E)
7. Evidence of sound knowledge of effective quality first teaching and intervention strategies (E)
8. Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community (E)
9. Experience of monitoring and evaluating effective teaching and learning (D)
10. Proven experience in effective liaison with a range of outside agencies (E)
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| Professional Knowledge and understanding: 1. Knowledge and understanding of and a commitment to Safeguarding, Equal Opportunities and Health and Safety (E)
2. Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion and pastoral care (E)
3. Knowledge of the range and types of interventions available (E)
4. The effective management of provision for SEND within own pratice (E)
5. Knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement, attainment and progress (E)
6. Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards (E)
7. Good understanding of effective procedures for managing and promoting positive behaviour among pupils (E)
8. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed (E)
9. Understanding of how data analysis can lead to improvements for groups, individuals and cohorts (E)
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| Experience:1. Experience of promoting highly effective communications within the school community (E)
2. Ability to use performance data to inform provision mapping and planning (E)
3. Ability to lead and manage people to work effectively, both individually and in teams (E)
4. Ability to deal sensitively with people (E)
5. Show excellent time and management skills and analyse, prioritise and meet deadlines (E)
6. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills (E)
7. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals (E)
8. Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best (E)
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| Characteristics and Competencies: 1. Ability to promote the school’s aims and ethos positively (E)
2. Ability to develop good personal relationships within a team, making an effective contribution to high morale (E)
3. Ability to establish and develop close relationships with parents, governors and the community (E)
4. Ability to communicate effectively (both orally and in writing) to a variety of audiences (E)
5. Boundless enthusiasm, determination and drive to inspire others to achieve high standards (E)
6. An appetite and stamina for challenging work (E)
7. A growth mindset and determined “no-excuses” approach to sustaining high standards (E)
8. A personable nature to build effective relationships with parents and all members of the school community (E)
9. A lively, creative and good-humoured approach to all aspects of teaching & learning (E)
10. A willingness to innovate and to reflect on personal practice critically (E)
11. A commitment to inclusive education and a willingness to respond to the needs of all learners (E)
12. Ambition, energy, enthusiasm, determination and drive to develop your role (E)
13. Reliability, professionalism and integrity (E)
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