



Make a difference!

Are you ready for the challenge? A supportive, nurturing ethos underpins all that we do for our school communities. Whether you are new to teaching or more experienced, we are interested in hearing from you. We offer excellent career and training opportunities both within and across the three sites, an excellent learning environment with happy, enthusiastic children, supportive parents, committed staff and Governors.

The Footprints Federation



Comprising of 3 very different schools, the Federation was initially formed in 2010, between Ingrow and Long Lee with Glenaire becoming part of the Federation in 2019. A very strong and successful partnership has been formed.

Both Ingrow and Long Lee are 2 form entry schools with Glenaire being a 1 form entry school. The Federation accommodates over 1000 Bradford children. There is also a 16 place Resourced Provision for children with Social, Emotional, Mental Health (SEMH), which is based at Long Lee.

Our staff needs to grow and adapt to meet the very varied needs of this large community of staff and children.

What is a Federation?

Federations can take many forms. Ours is a hard Federation, which means that we are legally bound, having one Governing body which holds Ingrow, Glenaire and Long Lee to account. Staff are employed as Federation staff but are linked to one school. Some members of staff have responsibilities across both schools. We have some training days and staff meetings as a Federation and work in year group teams from time to time for things such as planning and moderation.

Staff can move to the other site for new challenges or experience, this arrangement is purely through choice and with your consent. As we are a large organisation we are able to offer a wealth of career opportunities.



Teamwork

This is the key to our success. Everyone is valued as a member of our team, no-one is more important than anyone else as we all have incredibly important roles to play in order to ensure continued improvement.

Areas of Strength

A large cross Federation leadership team

Access to quality training both in house and externally

Behaviour management

Partnership work at all levels



What are we really like?

We are a large, friendly, hardworking, committed but very supportive team. We care about our staff and children and want the best for them. With that in mind we want the best teachers to guide our children's learning. We aim to develop you as a teacher and support you on your chosen career path, whether you are an NQT or an experienced teacher. This means working with you to identify appropriate training both linked to school improvement as well as to your personal pathway. As we are a large establishment we are increasingly able to promote within: being able to offer very contrasting roles and opportunities across the three sites.



Governors

We have an incredibly committed group of Governors who are very supportive of school leaders. They are involved in school life and act as a critical friend to the leadership team. The Governors and staff have a joint vision for our future.



Extra-curricular fun and games

Our very talented team offer a wide range of out of school activities. We supplement these with the services of outside providers in order to ensure a breadth of experiences can be offered. We run many cross Federation residentials to Nell Bank, Kingswood and Ingleborough, which add to the many day trips and visitors we have to enrich the curriculum.

What sort of people do we want to join us?

We recognise that it takes all sorts to make the world go around, therefore we don't have a 'type' in mind. We actually want to get to know you and evaluate how you might complement our team. What we really need are good teachers: willing to work hard, able to look on the sunny side of life and give things a go, sometimes taking a risk or two in order to provide the very best for our children.



What can we offer you?

An induction package lead by our senior leadership team. If you are an Early Career Teacher, you will be supported by an experienced mentor. All our staff teams are very supportive and are more than willing and able to offer advice, guidance or just an ear to listen.

Our vision for the future?

We aim to enable children to develop the knowledge and skills required to flourish in an ever-changing world. We will be an outstanding, values-based school, striving for excellence, enabling all children to achieve to their highest potential in all areas of the curriculum. We encourage everyone in our community 'to be the best that they can be'. We strive to create an environment where this can happen, a curriculum that supports learning for life, ensuring that everyone is nurtured within conditions that promote success.



We wish you the best of luck in your future career in education be it with us or elsewhere.

From the Federation team



PPA/Booster Teacher & SENCO (also suitable for a trainee SENCO)

Salary Scale: MPS with a TLR £2833

Full Time Permanent

Location - Long Lee Primary

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

- 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.
- 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 reviewed annually under the appraisal process.
- Footprints Federation is a maintained establishment and therefore adopts policies and processes of Bradford council. Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- The Federation 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.

Prime Objectives

The SENDCO will

- 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 individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Support the vision, ethos and policies of the school and promote high levels of achievement, creating and maintaining a school climate that is supportive of staff, pupils and parents
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing the curriculum
- Support the Head Teacher/SLT in the day to day monitoring of the quality of teaching and children's achievement, including the analysis of performance data

Supervision and Guidance

- Work under the instruction of the Headteacher, Deputy Headteacher and Governing Body.
- Line management and performance management rests with the Headteacher.

Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community and across the Federation
- Serve in the best interests of the school's pupils and those of the Federation
- To act in accordance with the priorities, policies and guidelines of the Federation
- Be responsible for the management of their own time on tasks associated with the job.
- Be expected to use good common sense and initiative in all matters.
- Know when to seek support

Duties and Responsibilities - PPA/Booster Teacher

Teaching

- To maintain an up to date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory frameworks
- To support the Headteacher in working closely with the wider school community in the development of the curriculum and pastoral work in the school
- To plan teaching and differentiate appropriately to build on existing pupil capabilities, demonstrating knowledge and insight into how pupils learn having a clear understanding of their individual needs
- To use a wide variety of strategies to maximise achievement for all pupils and create a positive learning environment
- To apply a range of teaching and learning strategies to reduce individual barriers to learning and to meet pupil needs
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of pupils
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- To be accountable for the attainment, progress and outcomes of pupils you teach
- To work with other staff on curriculum and/or pupil development to secure co-ordinated outcomes
- To demonstrate an understanding of, and take responsibility for promoting, high standards of literacy including the correct use of spoken English (irrespective of your specialist subject)
- To make accurate and productive use of assessment to secure pupil progress
- To give pupils regular feedback and set homework as appropriate
- To use a range of monitoring and assessment strategies to evaluate pupil progress and to improve own planning and teaching
- To regularly review the effectiveness of own teaching and assessment procedures and its impact on pupils' progress, attainment and well being

Duties and Responsibilities - SENDCO

Strategic development of SEN policy and provision

- Have an overview of provision for pupils with SEN or a disability across the schools, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school's development and improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Share the responsibility with the Headteacher and SLT in establishing a positive behaviour policy throughout the school, promoting the good behaviour of all pupils working with colleagues, parents and the community

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and support families in accessing the right information and support
- Work with early years providers, other schools, educational psychologists, health and social care

- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability and support school staff in planning for next steps within the classroom
- Implement intervention groups for pupils with SEN; train and support colleagues in their implementation and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the Inclusion Team to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Work with the Inclusion Team to prepare and review information the governing body is required to publish
- Contribute to the school's development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Review staff performance on an ongoing basis

Safeguarding and Promoting the Welfare of Children

- Maintain substantial knowledge and effective experiences of safeguarding issues.
- Contribute towards ensuring a safe and supportive school culture.
- With the Head Teacher ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.
- Follow Federation policies and practices that minimise opportunities for abuse and ensure its prompt reporting.

Personal specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree

Experience	<ul style="list-style-type: none"> • Teaching experience (minimum 5 years) • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET 	
Skills and knowledge	<ul style="list-style-type: none"> • Sound or developing knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills 	
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	

Working time

A teacher employed full time must be available for work 195 days in any school year, of which: • 190 days must be days on which s/he may be required to teach pupils and perform other duties; and • 5 days must be days on which s/he may only be required to perform other duties. Those 195 days will be specified by the employer, or if the employer so directs, the Head Teacher. A teacher employed full time must be available to perform such duties at such times and such places as may be specified by the Head Teacher for 1,265 hours in any school year. The 1,265 hours will be allocated reasonably throughout those days in the school year on which s/he is required to be available to work.

Time spent travelling to or from the place of work shall not count against the 1,265 hours.

In addition to the hours a teacher is required to be available for work, s/he must work such reasonable additional hours as may be necessary to enable him/her to discharge effectively his/her professional duties as outlined in the current School Teachers' Pay and Conditions Document. The amount of time required for this purpose between the 1265 hours and the times outside the 1265 specified hours, will not be defined by the employer but shall depend upon the work needed to discharge effectively the teacher's duties.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher/Deputy Headteacher.

This job description may be amended at any time, according to the changing priorities of the school as identified within the school's strategic plan and in consultation with the post holder.

Review Date:..... Headteacher:.....

Member of staff:.....