



**Newchurch St Nicholas**

**Job Description**

<b>Post Title:</b>	<b>Classteacher and School SENDCO</b> <b>The successful candidate will also be a member of the Senior leadership team</b>
<b>Salary Grade:</b>	<b>Teacher Main Pay Scale plus SEND allowance TLR</b>
<b>Full Time Contract Type</b>	<b>Permanent</b>
<b>Responsible for</b>	<b>Class teacher</b> <b>SEND including line management of support staff across school</b> <b>Subject leadership to be agreed on appointment</b>

<b>Accountable to:</b>	<b>The Headteacher</b>
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You are required to carry out the **general duties** of a school teacher as set out in the School teachers' Pay and Conditions document and with regard to the Teaching Standards 2014. In discharging this responsibility you will be expected to work in accordance with the requirements of the Conditions of Employment of Schoolteachers, having due regard to the requirements of the National Curriculum in England, the school's aims, objectives and schemes of work, and any policies of the governing body.

You are required to carry out such **particular duties**, which form part of the STPCD document, which the Headteacher may reasonably direct from time to time.

<p><b>Main Purpose</b></p> <p>The SENDCO, under the direction of the headteacher, will:</p> <ul style="list-style-type: none"> <li>• Determine the strategic development of the special educational needs (SEND) policy and provision in the school; monitoring and reviewing the quality of provision.</li> <li>• be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability;</li> <li>• Ensure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with and / or a disability.</li> <li>• provide professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>• The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document.</li> </ul>
<p><b>General duties</b></p>

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.

### **Teaching and learning**

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

### **Leadership and management**

- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.

- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.

### **Communication**

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the [governing board](#) and the local community.
- Develop and maintain links with the LA advisory and support services.

### **The SENDCo will also be a classteacher and in addition to their SENDco role will :-**

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. Meet the expectations set out in the Teachers' Standards Teachers at Newchurch St. Nicholas Primary School making the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

### **Duties and Responsibilities**

#### **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;
- Plan teaching to build on pupils' capabilities and prior knowledge;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts upon teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3. Demonstrate good subject knowledge 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;

#### **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);
- Following the school's plans, curriculum and schemes of work as required.

**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 school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a wide range of strategies, using praise and sanctions 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 school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Work with others on curriculum and pupil development to secure co-ordinated outcomes;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievement and well-being;
- Direct and supervise support staff assigned to you, and where appropriate, other teacher

- Deploy resources delegated to you.

### **Personal and Professional Conduct**

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Have regard for the need to safeguard pupil's well-being, in accordance with statutory provisions;
- Promoting the safety and wellbeing of pupils;
- Showing tolerance of, and respect for, the rights of others;
- Ensuring that personal beliefs are not expressed in ways which exploit pupil's vulnerability or might lead them to break the law.

### **Equal Opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply the general statement of our health and safety policy.

### **Safeguarding Commitment:**

Newchurch St Nicholas Primary School is committed to safeguarding and promoting the welfare of children and young people – see policy on school website - and expects all staff and volunteers to share this commitment.

All staff are subject to an initial and updated DBS, an induction period and the guidance on disqualification by association.

Online safeguarding checks will also be carried out by a member of the office staff for all shortlisted candidates.

The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and any offer of employment will be subject to satisfactory references and an Enhanced DBS check.

Job description prepared by

**Gemma Callaghan**

**HEADTEACHER 22<sup>nd</sup> January 2025**