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| JOB DESCRIPTION | | |
| job title: | Teacher and SENCO | |
| grade: | Main Pay scale + SEN Allowance | |
| car user: | N/A | |
| location: | Basnett Street Nursery School | |
| responsible to: | Headteacher | |
| staff responsible for: | Teacher, Teaching Assistants working in Nursery classroom,  Special Support Assistants | |
| CONDITIONS OF SERVICE | | |
| You are required to carry out your duties in accordance with the requirements of the ‘Conditions of Employment for Schoolteachers’, having due regard for the Early Years Foundation Stage statutory requirements and practice guidance, the school’s mission statement and aims, the implementation of the School Improvement Plan, all policies and procedures of the Governing Body and share in the corporate responsibility of the well-being of all the pupils.  The performance of these duties is under the reasonable direction of the Headteacher. | | |
| job purpose: | | |
| In addition to carrying out the professional duties of a school teacher as set out in the current Pay and Conditions of Service documents, including those duties particularly assigned to you by the Headteacher, the Teacher & SENCO shall meet the Professional Standards for Teachers (Core and Post Threshold) by carrying out the following duties: | | |
| * Undertake the role of SENCO. | | |
| * Lead the SEND provision to ensure inclusive, following the graduated response to ensure all needs are met. * Lead staff to ensure that the SEND provision is to the highest of standards. | | |
| * Under the direction of the Headteacher, allocate duties and responsibilities to staff in line with SEND support. * Be a member of the Senior Leadership Team. * To contribute to:   + Maintaining and developing the ethos, values and overall purpose of the school.   + Supporting the objectives of the school’s improvement plans and leading on areas of responsibility.   + Monitoring and evaluating areas of curriculum responsibility.   + The efficient organisation, management and supervision of school routines.   + Using data effectively to inform curriculum leadership areas. | | |
| **Safeguarding children** | | |
| * Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children * Undertake the role of Deputy DSL as appropriate | | |
| * Know the local arrangements concerning safeguarding children | | |
| * Know how to identify potential child abuse or neglect and follow safeguarding procedures | | |
| * Know how to identify and support children whose progress, development or well-being is affected by their personal circumstances and when to refer them to colleagues for specialist support | | |
| **Relationships with children** | | |
| * Establish good relationships with children and take measures to meet their well-being requirements | | |
| * Have high expectations of children and ensure they achieve their full educational potential | | |
| * Communicate effectively with children and their families | | |
| **Curriculum Development**  To contribute to:   * The development, organisation and implementation of the school curriculum * School policies on curriculum, teaching and learning styles, assessment, recording and reporting * Ensuring that the learning and teaching provided forms a co-ordinated, coherent curriculum entitlement for individuals * Ensuring that information on pupil progress is used to improve teaching and learning to inform and motivate children, to inform parents, to provide necessary references for other educational institutions and employers, and to aid governors in their future management of the school * Ensuring that the individual pupil’s continuity of learning and effective progression of achievement are provided * The promotion of extra-curricular activities in accordance with the educational aims of the school   -To have specific responsibilities regarding curriculum leadership, to be agreed upon appointment. | | |
| **Teaching and learning responsibilities** | | |
| * Maintain up-to-date knowledge and understanding of the EYFS and contribute to the development, implementation and evaluation of the school’s policies and procedures | | |
| * Demonstrate knowledge and understanding of a range of teaching and learning strategies and know how to use them to provide engaging and motivating opportunities for all learners to achieve their potential | | |
| * Demonstrate formative and summative assessment and recording procedures and make effective use of the data to provide information to further support learning opportunities | | |
| * Use observation and assessment information to plan appropriately for individual children’s learning and development, building on prior knowledge, understanding and skills based on their likes and interests | | |
| * Demonstrate the ability to ensure that children make good progress relative to their prior attainment | | |
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| * Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities | | |
| * Review the effectiveness of teaching and its impact on children’s progress, attainment and well-being, refining approaches where necessary | | |
| * Provide advice to colleagues, where necessary, on the development and well-being of children, drawing on knowledge and experience, particularly in the role of inclusion lead. | | |
| **Learning environment** | | |
| * Establish a purposeful and safe learning environment, inside and outside, so that children feel secure and confident to access activities and resources in a range of ways according to their learning styles and developmental stage | | |
| * Manage a SEND budget in order to develop and enhance the environment with appropriate resources. * Ensure all SEND funding sources are accessed in order to effectively support children’s learning and needs within a managed budget. | | |
| * Identify and use opportunities to personalise and extend learning opportunities through out-of-school contexts and visitors into nursery school. | | |
| * Manage children’s behaviour through the use of the school’s attachment aware and behaviour regulation policy. | | |
| * Promote children’s self-control, independence and cooperation through developing their personal, social and emotional skills. | | |
| **Achievement and diversity** | | |
| * Understand how children develop and progress and how their rate of development and well-being can be affected by a range of influences | | |
| * Know how to make effective personalised provision, taking into account English as an additional language, special educational needs or disability and take account of diversity, promoting equality and inclusion * Undertake the role of SENCO, in accordance with the SEND Code of Practice, fully understanding the graduated approach to identifying and meeting children’s individual needs. | | |
| **Team working and collaboration** | | |
| * Foster good relationships with all staff working within the nursery and extended services | | |
| * Ensure the development of effective practice with colleagues by ensuring they are appropriately involved in supporting learning and understand the roles they are expected to fulfil | | |
| * Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback | | |
| * Provide support to parents, ensuring every effort is made to develop and maintain good relationships | | |
| * Provide parents with constructive feedback on attainment, progress and areas for development | | |
| * Recognise and respect the contributions of others to support the development and well-being of children | | |
| * Promote collaboration and work effectively as a team member | | |
| * Foster good relationships with staff from local primary schools in order to aid children’s transition procedures. * To support the appraisal process of teaching assistants in school. * To support the selection and deployment of teaching assistants in school, in the area of SEND support. | | |
| **Relationships**  -To assist the governing body as required by attending meetings and providing reports as necessary.  - help in maintaining and developing effective communication and links with parents and to provide positive responses to concerns and problems regarding their children’s education.  -To assist liaison with other educational establishments to promote continuity of learning, progression of achievement and curriculum development.  -To assist liaison with other professional bodies, agencies and services.  -To develop and maintain positive links and relationships with the community, local organisations and employers:   * To promote a positive image of the school. * To ensure that the school plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community. | | |
| **Professional development** | | |
| * Evaluate and improve performance through relevant professional development | | |
| * Be prepared to adapt practice where benefits and improvements are identified | | |
| * Act upon advice and feedback and be open to coaching and mentoring * Be self-driven to reflect on practice, plan developments as necessary, and implement in an organised and cohesive manner to ensure successful implementation. | | |
| In consultation and cooperation with the Headteacher, undertake any other professional duties as may reasonably be delegated, as necessary | | |
| Teacher:  Headteacher: | | Date:  Date: |