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Inspiring Children to **shine**



Hardwicke Parochial Primary
Academy
Poplar Way
Hardwicke
Gloucester
GL2 4QG

'walk as children of light'

Hardwicke Parochial Primary Academy

Diocese of Gloucester Academies Trust (DGAT)

Job title: SENDCo

Accountable to: Headteacher and Deputy Headteacher

Contract type: Maternity Cover (0.6) *Start date: October 2021*

Salary: M Scale 1-6

Main purpose

The Inclusion Leader will:

- Be responsible for the personal development, behaviour and welfare of the children at Hardwicke Parochial Primary Academy
- Will have a whole school teaching and learning responsibility for the area of Inclusion
- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective provision for pupils with inclusion needs (eg eligible for pupil premium, SEN, G, T & A, Vulnerable Children, FMS, EAL, LAC)
- Although this is a non-classed based post, the post holder will occasionally undertake part time teaching responsibilities as directed by the Headteacher.
- The post holder will be the Designated Safeguarding Person for the school.

Line management responsibility for:

- School Counsellor
- Learning Mentor
- Parent support advisor
- Learning Support Assistants

Note: In the context of this Job Description pupils with special educational needs are deemed to include;

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils eligible for free school meals;
- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Safeguarding:

Fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

Class teacher responsibilities

- To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers if required.

Strategic direction and development:

- Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
- Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have inclusion needs;
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Act strategically to provide early identification of needs and provision map (including interventions) across school
 - Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
 - Develop and maintain good relationships with parents, outside agencies and the local community.

Teaching and learning

- Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
- Monitor teaching and learning activities to meet the needs of pupils with special educational needs;
- Identify and teach study skills that will develop pupils' ability to work independently;
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.

Recording and assessment

- Assist class teachers and other staff in setting targets for raising achievement among pupils with inclusion needs;
- Collect and interpret specialist assessment data;
- Set up systems for identifying, assessing and reviewing special educational needs;
- Update the Executive Headteacher and governing body on the effectiveness of provision for pupils with special educational needs;
- Develop understanding of learning needs and the importance of raising achievement among pupils;
- Attend consultation evenings and keep parents informed about their child's progress.

Leadership

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with special educational and other inclusion needs;
- Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
- Disseminate good practice in special educational and other inclusion needs across the School;
- Identify resources needed to meet the needs of pupils with special educational and other inclusion needs and advise the Headteacher of priorities for expenditure.

Standards and quality assurance

- Support the aims and ethos of the School;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings and student performances;
- Uphold the school's behaviour code and uniform regulations;
- Participate in staff training;
- Attend team and staff meetings;
- Develop links with governors, Local Authorities and neighbouring schools.

Maintenance of Professional Standards:

- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
- Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • QTS • Degree • Successful primary teaching experience • Leadership experience • SEND qualification (national Award for SEN) • Designated Safeguarding Lead Training 	<ul style="list-style-type: none"> • An aspirational approach to further professional development • NPQML or middle leadership qualification
Skills and Competencies (need to demonstrate proven ability in these areas)	<ul style="list-style-type: none"> • An exemplary classroom practitioner • Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services • Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child. • Good IT skills that are used effectively in teaching □ Ability to communicate a vision and inspire pupils • A willingness to promote the Christian ethos and values of the school • Use of assessment system to analyse data • Experience of working with other agencies • Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without. 	<ul style="list-style-type: none"> • A good and accurate knowledge of latest national thinking regarding best educational practice based on accurate research • Contributed to whole school self-evaluation and school improvement plan
Personal Qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Demonstrate; 'everything we do, is for the children in our care' • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times# • Excellent time management skills • Excellent written and oral communication • Leadership qualities including motivating and working effectively with colleagues • High levels of energy, drive and integrity • Commitment to safeguarding and equality • Good sense of humour 	<p>□ Care for the spiritual welfare of all in the school</p>