**Hamstel Infant School and Nursery**

**Member of Staff** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Job description:** SEND Teacher **Post held: Qualified Teacher Status**

**Responsible to:** Headteacher / SENCo

**Responsible for:** To support the co-ordination of Special Educational Needs and Disabilities throughout the school. To support the management of Learning Support staff.

**This is a Regulated/Controlled Post and successful applicants will need to be able to register with the Independent Safeguarding Authority.**

**Particular Duties:**

To be responsible, as appropriate for the management and organisation in:

* SEND planning, implementation and co-ordination; professional development, resources and fulfilling the statutory requirements as identified in the Code of Practice.
* Uphold the professional code for a Registered Teacher in England.

**1 Professional Values and Practices**

Observe the spirit of the schools basic philosophy towards the children.

Maintain high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievement

Demonstrate and promote the positive values, attitudes and behaviour agreed and expected.  
Communicate sensitively and effectively with parents, carers and pupils.

Understand the contribution that support staff and other professionals make to teaching and learning.

Participate in professional discussion with an awareness of current educational issues.

Be aware of and work within the statutory frameworks relating to teachers responsibilities.

**2 Knowledge and Understanding**

Have a secure knowledge and understanding of the Foundation Stage/Primary curriculum.

Have a sound knowledge of how to use ICT effectively throughout their professional role.  
Understand the responsibilities under the SEND Code of Practice, and know how to seek advice from specialists.

**3 Planning, Expectations and Targets**

Provide a stimulating environment that promotes inquiry, activity and encourages personalised learning.

Provide a calm atmosphere in which all members of the school community feel secure.

Use a range of strategies to promote good behaviour and establish a purposeful learning environment.

Ensure challenging teaching and learning objectives are set, which are relevant to all pupils.

Select and prepare resources, taking account of pupils' interests and backgrounds, as appropriate.

**4 Monitoring and Assessment**Make appropriate use of a range of monitoring and assessment strategies.

Involving pupils in reflecting on, evaluating and improving their own performance by giving immediate and constructive feedback.

Assess pupils' progress accurately using, as relevant, National Curriculum level descriptions.

Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

Analyse the language demands and learning activities of EAL pupils in order to provide guidance to the EAL specialist for cognitive challenge as well as language support.

Report on pupils' attainment and progress orally and in writing for parents, carers, other professionals and pupils.

Have an awareness of SEND assessment and other diagnostic tools

**5 Teaching and Class Management**

Set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils’ behaviour constructively, and promote self-control and independence.

Provide additional opportunities out of class to consolidate and extend work carried out in the class, encouraging pupils to learn independently.

Work collaboratively with specialist teachers and other colleagues.

Manage the work of teaching assistants or other adults to enhance pupils’ learning.  
  
**6 Curriculum Responsibilities:**

Provide support and guidance to other Subject Leaders in relation to SEND adaptations

Develop and monitor a designated area within the school

Update and revise policy guidelines

Ensure resources are in good repair, suitably displayed and available

Advise other staff on resources.

Prepare a plan for the acquisition and use of resources.

Arrange for the ordering and management of resources within the delegated budget.

Give guidance, support and encouragement to colleagues.

Attend and provide appropriate INSET and meetings.

**Main Activities Attributable to the Particular Duties:**

**7. SEND Planning, Implementation and Co-ordination**

To establish and make explicit the aims and objectives of the school; and to review, evaluate and develop the curriculum to meet these objectives, in conjunction with SENCo and Headteacher

Shared responsibility for the performance management of teaching assistants.

To review and monitor relevant curriculum policies.

To define relevant skills, techniques and concepts to be taught.

To develop assessment processes which are compatible with the aims and objectives of the school.

To ensure appropriate differentiation of the curriculum to meet the needs of all levels of pupil ability.

Identify vulnerable children and families, make referrals where appropriate and attend multi-

agency cluster panels, assist in the development and delivery of plans to support vulnerable

children and their families

**8 Professional Development**

To plan and implement procedures which facilitate the sharing of staff expertise through INSET.

To liaise with local and national INSET providers.

To lead staff working parties where appropriate.

**9** **Resources and Accommodation**

To allocate resources and materials to meet curriculum objectives.

**10 Liaison**

To ensure effective and meaningful dialogue with parents in accordance with school policies.

To liaise with external agencies when necessary.

**11 General**

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above.

The duties may be varied to meet changed circumstances in a manner compatible with the post held. Any such developments will only take place after consultation with all those involved.

The post holder will undertake any relevant training.

The post holder is expected to show a responsible attitude toward Health and Safety and have due regard for their personal safety and that of others.

The post holder will support, uphold and contribute to the development of the schools equal rights policies and practices in respect of both employment issues and the delivery of services to the community.

1. Participate within the Performance Management structure of the school as directed.

The school is fully committed to providing opportunities for your continuous professional development in the form of training, mentoring, shadowing, role enrichment, coaching, peer development, etc.

You are expected to actively engage in and be committed to your continuous professional development in relation to the identified needs of the school and your current and future roles and responsibilities throughout your professional career.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post holder Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Headteacher Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_