

<b>Position:</b>	SENCo
<b>Salary:</b>	Teachers' main or upper scale depending on experience plus SEN Allowance
<b>Academy:</b>	Tilbury Pioneer Academy
<b>Contract:</b>	Permanent full time
<b>Start date:</b>	April or September 2019

### **Main purpose of the post**

In addition to those professional responsibilities which are common to all teachers in the GLC, the postholder's key accountability will be for raising the standards of teaching, learning and attainment for all children in vulnerable and target groups attending Tilbury Pioneer Academy.

### **Description**

- To discharge all duties in line with the standard terms of employment for teachers;
- To be responsible for a class of pupils within Tilbury Pioneer Academy if required;
- To follow all GLC policy, practice and procedures;
- To plan and prepare activities that challenge and meet the needs of all children in terms of GLC, local and national guidance as required;
- To deliver the national curriculum in terms of GLC, local and national guidance as required;
- To record evaluate and monitor the progress of the students;
- To monitor the personal, social and emotional needs of the children and liaise with appropriate staff and agencies;
- To report any child protection issues to the relevant person;
- Attend CPD, staff meetings and all activities designated as within directed time;
- To take responsibility within Tilbury Pioneer Academy as agreed with the line with the Head of School, GLC CEO and GLC Deputy CEO;
- Other duties as designated by the line manager which fall within teacher's pay and conditions.

### **Further Professional responsibilities**

The post holder will be required to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:

Making an impact on the educational progress of pupils beyond those directly assigned by:

- With line manager, developing common policy and practice;
- Developing common recording of progress and needs to ensure that SEND pupils make accelerated progress to closing the gap;

- Monitoring and evaluating identification systems and ensure that common criteria are applied across the curriculum;
- With the line manager, deploying the common SEND budget to enhance the provision provided;
- Liaising with the group Educational psychologist, EWO and site based SEND and inclusion leads to meet the widest needs of all SEND pupils;
- Developing programmes of CPD for both SEND designated and mainstream staff to ensure a shared understanding of needs and what is best practice;
- Ensuring that liaison with outside agencies impacts on students;
- Developing shared programmes and interventions to meet the needs of SEND pupils;
- Monitoring the day to day deployment of teaching and support staff to ensure SEND support closes the gap and enhances progress;
- With the Principal and line manager, ensuring that the SEND is managed on a day to day basis;
- Ensuring that assessment data is utilised to ensure achievement and progress of SEND pupils is at or above national expectations in the GLC;
- Ensuring that appropriate targets for individual pupils are monitored and lead to achievement that is at least in line with national expectations or those defined by IEPs or other relevant plans;
- Ensuring that assessment procedures accurately target the specific needs of vulnerable or targeted children and that programmes of study meet the needs of all children;
- Liaising with all heads of departments and curriculum leaders to ensure all programmes of study meet the needs of vulnerable groups;
- Taking a lead role in monitoring the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate identifying key professional development needs ensuring that these are addressed through the provision of high quality coaching and mentoring.

### **Staff development**

The post holder will be professionally accountable for the work of the following colleagues, acting as performance management team leader for:

- Teachers TBA
- Support staff TBA

The post holder will have a responsibility for the induction of new staff and will ensure appropriate provision and oversight of the activities of parents and others working in a voluntary capacity

### **Other duties**

Other GLC development plan responsibilities as designated by the Principal

### **Budget accountability**

The post holder will be accountable for: a professional development budget of TBC

## SENCo

### Post requirements

ESSENTIAL		DESIRABLE
Qualifications	<p>Qualified Teacher Status UK with <u>recognised DfE number</u></p> <p>Evidence of continuous relevant INSET and commitment to further professional development.</p>	Have recognised SENCo qualification (the successful candidate will be expected to gain the qualification within 2 years of appointment if not already held)
Experience	<p>Experience at one or more Key Stages 1, 2,</p> <p>Leadership / co-ordinator role for SEN within a school</p>	Have taken SENCo lead role in a school
Knowledge	<p>The Class Teacher should have extensive knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The SEN Code of Practice current at the time of appointment and any proposed changes currently under consultation or implementation</li> <li>• Developing knowledge and understanding of English and Maths and ensuring accelerated progress for all pupils in those subjects.</li> <li>• The theory and practise of providing effectively for the individual needs of all children within the mainstream classroom and in targeted one to one or small group learning</li> <li>• Statutory National Curriculum requirements at the appropriate key stage.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress including P levels</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Child Protection</li> <li>• The positive links necessary within school and with all its stakeholders</li> <li>• Effective teaching and learning styles to close the gap for all pupils</li> </ul>	
Skills & Competency	<p>The Teacher will be able to:</p> <ul style="list-style-type: none"> <li>• Deliver lessons that are consistently judged good or better</li> <li>• Model best practice through good or outstanding teacher to colleagues</li> <li>• Build links between the schools in the GLC and to develop and promote shared policy and practice</li> </ul>	<p>In addition, the Class Teacher might also be able to :</p> <p>Develop strategies for creating community links</p>

	<ul style="list-style-type: none"> <li>• Link effectively to outside organisations to meet the wider needs of SEN pupils.</li> <li>• Promote the schools' aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• Develop outstanding personal relationships within a team</li> <li>• Establish and develop close relationships with parents, governors and the community</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create a happy, challenging and effective learning environment</li> </ul>	
Personal characteristics	Approachable Committed Empathetic Enthusiastic Organised Patient Resourceful	