

Post: Lead SEND Teacher (Deputy SENCo)
KS2-4

Location: Latimer Academy, Freston Street, London W10 6TT

Salary: M1-UPS3 (£34,502 - £53,482)
SEN Allowance - £2,384
TLR 2 - £3017

Status: Permanent

Responsible to: Assistant Principal/SENCO

Responsible for:

1. Pastoral care of group of pupils
2. Deputy SENDCo
3. Curriculum design, access and delivery
4. Managing professional responsibilities
5. Subject leadership

Duties

The current School Teachers' Pay and Conditions Document describes duties which may be required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

Main duties and responsibilities

To have pastoral responsibility for a group of pupils.

- To ensure delivery of appropriate curricula for each child, commensurate with their intellectual, physical, emotional needs and reflective of a broad, balanced, relevant and differentiated curriculum.
- To create a stimulating, demanding environment which is both challenging and motivating.

- To inform other staff of the particular needs of the pupils in the pastoral group and to plan with specialist staff, team teaching approaches for the specific areas of the curriculum.
- To provide pastoral care and support for pupils in liaison with families and the Senior Leadership Team.
- To liaise with parents, health professionals and support staff in aiming to seek a collaborative, multi-professional approach to the curriculum for individual pupils.
- To maintain up-to-date records on individual pupils, in order to evaluate pupil progress in all areas of the curriculum, including the National Curriculum and plan future aims and objectives.
- To prepare and collate reports for Annual Review on individual pupils according to the school policy for Annual Reviews of Statements of Special Educational Needs.
- To supervise, deploy and line-manage the Special Support Assistants working with individual and groups of pupils.

Knowledge, skills and understanding of Curriculum design, access and delivery

- To be able to select, devise and implement suitable observations, assessment and recording systems to inform good practice across the curriculum.
- To be able to prioritise according to individual strengths and needs and be sensitive to the pupil's perspective, including their cultural background and chronological age.
- To be able to provide appropriately graded steps in learning which reflect the pupil's learning style and needs.
- To be able to reflect on and evaluate one's own teaching performance in addition to recognising and valuing the child's success and achievements.
- To be able to create opportunities for learning through peer interaction and self discovery.
- To be able to create an environment which reflects pupil's needs and interests and which facilitates learning.
- To utilise a variety of different classroom and other organisational strategies dependent on the nature of the activities and pupils' differing abilities.
- To demonstrate flexibility in adjusting to the differing modes and levels of complexity of language and communication.
- To evaluate and select the most appropriate means of accessing the curriculum through the use of available technological devices.

Managing Professional Responsibilities

The skills and understanding necessary to act as a resource for professionals, parents/carers and others both within and outside the school.

- To organise and support additional staff working in the classroom.
- To be able to liaise with and, where appropriate, work directly with parents and other carers.
- To be able to draw on, inspire and evaluate intervention with other professionals in the field.
- To be able to set up, monitor and review appropriate opportunities for inclusion in educational and community settings.
- To be able to respond to and meet the requirements of appropriate legislation.
- To have the confidence and ability to contribute to and lead school-based curriculum development.

- To keep abreast of national, local (and, where appropriate, international) developments and innovations in the field of Special Educational Needs.

Subject Leadership

The co-ordination of an agreed curriculum responsibility throughout the school will include:

- Implementation of an agreed curriculum through the Academy Development Plan.
- Developing and maintaining a policy and scheme of work for agreed subject.
- Assisting and advising colleagues in the development of the subject within their class groups.
- Effective management of the budget for agreed subject.
- Attending relevant courses as agreed and maintaining links with the LA Improvement Service.
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Other Duties

Any other duties considered necessary to fulfil the responsibilities of the post as directed by the Principal.

Note

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school and pupil population. This job description will be reviewed at the reasonable discretion of the Principal in the light of any changing requirements and in consultation with the post holder. In any event the Principal reserves the right to review and amend the job description.

Person specification

	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Educated to A-level or above, including a minimum of GCSE (or equivalent) grade C in maths and English. • Qualified Teacher Status (QTS). • At least 2 years of classroom teaching experience 	
Experience	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Experience of working with pupils with SEND, pupils with ASD, emotional and behavioural difficulties. • Demonstrable experience of monitoring and evaluating teaching. • Experience monitoring and recording pupils' academic development. 	<ul style="list-style-type: none"> • At least three years of classroom leadership and management experience

<p>Knowledge and skills</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of curriculum developments and strategies for SEND and the secondary phase. • In-depth knowledge of current legislation and the application of such in schools. • An ability to take a lead role in innovative curricular development. • An understanding of curriculum and pedagogical issues in relation to the secondary phase. • Creative and stimulating teaching strategies which engage and motivate pupils. • Knowledge of the principles of good practice relating to staff supervision. • An ability to identify problem areas and suggest appropriate measures for improvement. • An ability to analyse, understand, interpret and respond to school performance data. • An understanding of professional development opportunities for the secondary phase. • A clear understanding of how to monitor staff performance and communicate this to a senior leadership team. • An ability to maintain consistently high standards and ensure quality of teaching. • An ability to promote and sustain high standards for pupils. • A clear understanding of child development and how this contributes to teaching strategies. 	
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Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none">• A current enhanced Disclosure and Barring Service barred list check.• Excellent communication skills, both written and verbal.• Demonstrable leadership qualities, e.g. assertiveness, confidence, etc.• An ability to establish and maintain professional working relationships.• An ability to manage and prioritise a demanding workload, and that of others, if necessary.• An ability to manage change and stress• A high level of accuracy and attention to detail.• Excellent time management skills and organisation.• An ability to model good practice and engage in self-reflection.• An ability to think strategically and manage problems. <p>The successful candidate will be:</p> <ul style="list-style-type: none">• Flexible, reliable, enthusiastic and patient.• Inspiring and influential.• Able to take control, lead and manage situations.• Consistent in modelling good practice and behaviour.	
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