



## Job Description

**Post Title:** Lead Teacher in the Resource Provision

**Contract:** Permanent, Full-Time

**Line Manager:** Headteacher/SENDCo

**Pay Range/Grade:** MPS/UPS (Plus allowances SEN/TLR)

**Location:** Cottingley Village Primary School

**Hours of work:** 32.5 hours per week

### Purpose of the Role:

The SEND Teacher will be responsible for delivering and coordinating the daily teaching, planning, assessment and pastoral care for pupils with SEND needs in the Resourced Provision. They will work closely with the main school SENDCo and report to SLT as well as liaise with local authorities and external agencies to support the varying learning and pastoral needs of the pupils.

### Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher and senior staff.

### Quality of Teaching:

To be accountable for the standards of learner achievement of groups taught and individual learners within the groups by:

- Maintaining on-going records of learner progress and achievement.
- Monitoring the achievement of learners within the tutor/class group, setting agreed targets as required.
- Meeting with individual line manager to agree challenging targets for individual learners and teaching groups.
- Providing evidence of learner achievement and attainment as required.
- Liaising with parents (by letter, phone, at consultation evenings, SRD days, option evenings etc.) to inform them of learners' progress.
- Teaching groups of SEND pupils with a range of learning differences.
- Providing a high quality teaching and learning provision so that all pupils make progress in line with the targets and recommendations of their Learning Plans or EHCPs.
- Working closely with the main school SENDCo to monitor pupil social communication and overall development.

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- Contributing actively to provision mapping and annual reviews.
- Supporting pupils, when and if appropriate, during any involvement with the main school, personalising learning as needed.
- Supervising, planning and guiding, as appropriate, the work of other teachers and support staff who are assigned to work with the group.
- Taking account of pupils' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities.
- Keeping high quality records to promote tracking and monitoring of pupil progress using data and teacher assessment records.
- Marking, assessing and commenting on pupils' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement.

### **Pastoral Care:**

- To provide pastoral support and guidance for all pupils in the post holder's care, classes or tutor group.
- To take responsibility for promoting and safeguarding the welfare of children and young persons.
- To work closely with the class teachers for each pupil in the group.
- To be the first point of contact for parents to update them on their child's day, learning and achievements.
- To set targets for high expectations for pupils' behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.
- To attend Parent Evenings' and individual meetings as well as complete written reports to keep parents informed as to attainment and the progress of their child towards targets.

### **Special Educational Needs and Disabilities – Group Coordination**

- To oversee the smooth running and needs of the group of pupils in their care on a day-to-day basis.
- To plan for and liaise closely with the teaching assistant supporting the group.
- To communicate closely with the local authorities on such matters as those linked to the funding, EHCPs and reviews for pupils in the group.
- To be the person responsible for the learning and welfare of each pupil within the group.

### **Safeguarding and Compliance:**

- Promote the safety and wellbeing of pupils and staff within the school.
- Uphold the school's policies in respect of Safeguarding and Child Protection.
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to.

### **Resource Management:**

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust.



- Ensure that all the activities of the schools are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice.
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils
- Research, develop and share resources, ensuring adequate and strategic provision of learning materials to enhance teaching
- Work with colleagues in planning time to develop resources and advise line manager on resource requirements

### **Working in Partnerships with Parents/carers and external agencies:**

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

### **CPD:**

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- Participating in annual self-reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary
- Participating in collaborative work and the sharing of best practice

### **General:**

All school staff are expected to:

- Work towards and support the school's vision and the objectives
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Equality Policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff

### **Flexibility:**

The above is not exhaustive and other duties may be attached to the post from time to time. Variation may occur to the duties and responsibilities without changing the general character of the post. The Lead Teacher will be required to attend training relevant to the role.

**Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



## Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status (Primary age range)</li> <li>• Degree level or equivalent qualification</li> <li>• Relevant further qualifications linked to SEND</li> </ul>	E E D	Application and interview
<p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Successful teaching experience with pupils with a wide range of SEN</li> <li>• Experience of planning, resourcing and delivering an adapted curriculum.</li> <li>• Experience of monitoring and assessing pupil progress accurately and efficiently.</li> <li>• Experience of/willingness to train in Behaviour Management – Team Teach.</li> <li>• Experience of/willingness to train in Moving and Handling.</li> <li>• Experience of/willingness to train in communication strategies which enable/support pupils to access the curriculum and the world around them.</li> <li>• Experience of a wider range of schools and other educational establishments.</li> <li>• Experience of working with a range of multi-agency professionals.</li> </ul>	E  E  E  E  E  D  E	Application and interview
<p><b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b></p> <ul style="list-style-type: none"> <li>• Knowledge and clear understanding of the statutory framework for education, new and innovative developments within education.</li> <li>• Detailed knowledge and understanding of education in the primary age phase, including tracking and monitoring pupil progress.</li> <li>• Able to motivate and inspire children, staff, parents and Governors.</li> <li>• Skilled in establishing and maintaining good professional relationships.</li> <li>• Effective communication and organisation skills.</li> <li>• Skilled in Curriculum management (planning, delivery &amp; assessment) including assessment for learning strategies, and use of assessment data for target setting and planning to improve standards.</li> <li>• Understanding of issues relating to: child protection/safeguarding children, the needs of learners with SEN/EBD and how to support children in developing the awareness required to live in a pluralist society.</li> <li>• Familiarity with ICT in learning.</li> </ul>	E  E  E  E  E  E  E	Application and interview

<ul style="list-style-type: none"> <li>• Knowledge of the Ofsted framework.</li> <li>• Knowledge of the SEND Code of Practice.</li> <li>• Awareness of the priority to safeguard pupils and legislation related (KCSIE).</li> <li>• Awareness of strategies to raise pupil achievement and support behaviour.</li> <li>• Able to motivate pupils and staff, setting high standards and provide a focus for improvement.</li> <li>• Experience of adapting and delivering an effective curriculum to meet the needs of pupils with a wide range of SEN.</li> <li>• Able to prioritise workload and meet deadlines.</li> <li>• Experience of monitoring and evaluating teaching.</li> <li>• Involvement in school improvement work.</li> </ul>	D E E  E  E  E  E D D	
<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> <li>• A personal commitment to equal opportunities, diversity and promoting good race relations.</li> <li>• Ability to relate well to pupils and adults.</li> <li>• Ability to remain calm under pressure.</li> <li>• Good co-operative, interpersonal and listening skills.</li> <li>• Flexible and willingness to accept change.</li> <li>• Ability to maintain confidentiality.</li> <li>• All our colleagues are expected to demonstrate a commitment to co-operative values and principles, British Values and the Ways of Being Co-op.</li> <li>• Trained in Equality of Opportunity.</li> </ul>	E E  E E E E  E E E E E E  E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Headteacher** \_\_\_\_\_ **Date** / /

