**Responsible to:** SENCO

**Salary:** Scale I SCP 17-20

**Hours:** 36 hours per week, 45.6 weeks per annum

**Main Purpose**

* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/Tutor / co Tutor.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
* Deputise for the SENCo in their absence
* Have oversight of SEND admin including ensuring that all Annual Review and EHCP

paperwork is meeting legal requirements.

* Complete observations of pupils across the school.
* Meet teachers when appropriate about pupils with SEND.
* Organise Access Arrangements.
* Manage external therapists.
* Deliver specialist interventions
* Support with the management of Teaching Assistants across the school.
* Collect relevant information to ensure that plans are reviewed and updated termly.
* Communicate with parents when necessary.

**Main (Core) Duties**

**1. Operational/ Strategic Planning**

1. To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
2. To contribute to the Curriculum Area and department’s development plan and its implementation.
3. To plan and prepare courses and lessons.
4. To contribute to the whole school’s planning activities.

**2. Curriculum Provision:**

1. To assist the Curriculum Leader to ensure that the curriculum area provides a range of teaching which complements the school’s strategic objectives.

**3. Curriculum Development:**

1. To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s Mission and Strategic Objectives.

**4. Staffing: Staff Development; Recruitment/Deployment of Staff**

1. To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
2. To continue personal development in the relevant areas including subject knowledge and teaching methods.
3. To engage actively in the Professional Review process.
4. To ensure the effective/efficient deployment of classroom support
5. To work as a member of a designated team and to contribute positively to effective working relations within the school.

**5. Quality Assurance**

1. To help to implement school quality procedures and to adhere to those.
2. To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
3. To review from time to time methods of teaching and programmes of work.
4. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**6. Management Information:**

1. To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
2. To complete the relevant documentation to assist in the tracking of students.
3. To track student progress and use information to inform teaching and learning.

**7. Communications:**

1. To communicate effectively with the parents of students as appropriate.
2. Where appropriate, to communicate and co-operate with persons or bodies outside the

school.

1. To follow agreed policies for communications in the school.

**8. Marketing and Liaison:**

1. To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
2. To contribute to the development of effective subject links with external agencies.

**9. Management of Resources:**

1. To contribute to the process of the ordering and allocation of equipment and materials.
2. To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
3. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

**10. Pastoral System**

1. To be a Tutor / co Tutor to an assigned group of students.
2. To promote the general progress and well-being of individual students and of the

Tutor Group as a whole.

1. To liaise with a Pastoral Leader to ensure the implementation of the school’s Pastoral

System.

1. To register students, accompany them to assemblies, encourage their full attendance at

all lessons and at school and their participation in other aspects of school life.

1. To evaluate and monitor the progress of students and keep up-to-date student records

as may be required.

1. To contribute to the preparation of Action Plans and progress files and other reports.
2. To alert the appropriate staff to problems experienced by students and to make

recommendations as to how these may be resolved.

1. To communicate as appropriate, with the parents of students and with persons or bodies

outside the school concerned with the welfare of individual students, after consultation

with the appropriate staff

1. To contribute to PSHE and citizenship and enterprise according to school policy
2. To apply the Behaviour management systems so that effective learning can take place.

**11. Teaching:**

1. To teach students according to their educational needs, including the setting and

marking of work to be carried out by the student in school and elsewhere.

1. To assess, record and report on the attendance, progress, development and attainment

of students and to keep such records as are required.

1. To provide, or contribute to, oral and written assessments, reports and references

relating to individual students and groups of students.

1. To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in

the teaching/learning experience of students

1. To undertake a designated programme of teaching.
2. To ensure a high quality learning experience for students which meets internal and

external quality standards.

1. To prepare and update subject materials.
2. To use a variety of delivery methods which will stimulate learning appropriate to student

needs and demands of the syllabus.

1. To maintain discipline in accordance with the school’s procedures, and to encourage

good practice with regard to punctuality, behaviour, standards of work and homework.

1. To undertake assessment of students as requested by external examination bodies,

departmental and school procedures.

1. To mark, grade and give written/verbal and diagnostic feedback as required.

**12. Other Specific Duties**:

1. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
2. To support the school in meeting its legal requirements for worship.
3. To promote actively the school’s corporate policies.
4. To continue personal development as agreed.
5. To comply with the school’s Health and safety policy and undertake risk assessments as appropriate.
6. To undertake any other duty as specified by STPCB not mentioned in the above.
7. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.*

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|  | **ESSENTIAL / DESIRABLE** |
| **QUALIFICATIONS & TRAINING** |  |
| HLTA qualification or equivalent. | **E** |
| Evidence of relevant and recent professional development. | **E** |
| First Aid trained. | **D** |
|  |  |
| **EXPERIENCE** |  |
| A minimum of three years’ experience of working with secondary school age young people in an education setting. | **E** |
| Experience of supervising and co-ordinating the work of staff, including on the job training, monitoring the quality of the work and giving constructive feedback to staff. | **D** |
| Experience of contributing to or delivering training. | **D** |
| Knowledge of Common Assessment Framework | **E** |
| Experience of Common Assessment Framework | **D** |
| Knowledge of Access Arrangements and Diagnostic Assessments | **E** |
| Experience of co-ordinating whole school interventions and testing | **D** |
|  |  |
| **SKILLS, ABILITIES AND KNOWLEDGE** |  |
| Working knowledge of educational legislation and statutory guidance relating to Special Educational Needs. | **E** |
| Working knowledge and experience of implementing curriculum plans in key stages 3 and 4. | **E** |
| Good supervisory and supporting skills and ability to contribute to the management of a team. | **E** |
| Some specialist knowledge in specific areas such as literacy, numeracy, ICT, dyslexia, speech and language difficulties. | **E** |
| Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential. | **E** |
| Knowledge and understanding of child protection and health and safety practices and procedures. | **E** |
| Good understanding of child development and learning processes. | **E** |
| Good listening skills and the ability to communicate effectively with children and young people, families, school staff and a range of other professionals. | **E** |
| Knowledge and awareness of issues and factors related to achievement of students with special educational needs. | **E** |
| Ability to exercise initiative, work independently and take responsibility for the delivery of a programme. | **E** |
| Ability to work flexibly. | **E** |
| Excellent interpersonal and communication skills both in working relationship with children and young people and in forming effective relationships with a wide range of professionals. | **E** |
| Excellent organisational and time-management skills. | **E** |
| Knowledge and experience of working with a range of support agencies and services and the ability to develop and sustain arrangements for joint working. | **E** |
| Sound ICT skills and the ability to use ICT for administration and learning. | **E** |
| Ability to maintain accurate and up-to-date records. |  |
| Knowledge and understanding of appraisal. | **E** |
| Ability to contribute to policy development. | **E** |
| Ability to contribute to design and delivery of training and induction. | **E** |
| Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the school’s Equal Opportunities and Equalities Policies. | **E** |