



William Westley CE Primary School

Job Description and Person Specification

Inclusion Leader

May 2022

We hope that this recruitment pack will give you all of the information you need to complete your application for the position of SENCO at William Westley CE Primary School.

Please pay close attention to the advert, job description and person specification as shortlisting will be based on meeting the criteria stipulated in these documents.

William Westley CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. DBS checks and disqualification declaration may be required for this post. Shortlisted candidates will be contacted and references sought prior to interview. Any offer of a position will be subject to satisfactory references and DBS checks.

Please forward your completed application form to office@williamwestley.cambs.sch.uk



Job Description

Post Title Inclusion Leader

Responsible to Headteacher

Purpose of the job

- To be responsible for the provision of a full learning experience and support for pupils with additional needs
- Oversee the day-to-day operation of the school's SEN policy to bring about improved standards of achievement for all students.
- Monitor and support the overall progress and development of SEN students.
- Liaise with, and manage the contribution of, external agencies, providers and workers, including medical and social services.

Main Activities and Responsibilities

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities (Teacher and Accomplished Teacher) as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher: In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Expert Teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Expert Teacher Pay Range, Accountabilities under paragraph 10.

1. Teaching

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.3 Set and mark work to be carried out by the student in school and elsewhere.
- 1.4 Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety and discipline

- 3.1 Promote the safety and well-being of students in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among students in accordance with the school behaviour policy.

4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

6.1 Communicate with students, parents and carers in accordance with the school ethos, policies and practice.

7. Working with colleagues and other relevant professionals

7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.

7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgement.

8. Fulfil wider professional responsibilities

8.1 Make a positive contribution to the wider life and ethos of the school;

9. Expert Teacher (Upper Pay Range) accountabilities

9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

9.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

9.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

9.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.

9.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.

9.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

9.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

10. Additional accountabilities for the maximum of the Upper Pay Range

10.1 Play a critical role in the life of the school.

10.2 Provide a role model for teaching and learning.

10.3 Make a distinctive contribution to the raising of student standards.

10.4 Contribute effectively to the work of the wider team.

11. Additional accountabilities for the SENCO

11.1 To co-ordinate provision and relevant testing for students with SEN

With regard to the Code of Practice and including identification, assessment and support of students with SEN.

To prepare and submit referrals and other relevant paperwork

To co-ordinate, monitor and review Support Plans

To liaise with the Assessment Lead with regard to any special arrangements required for students.

11.2 To contribute to the strategic planning for SEN within the school

Drawing up SEN action plans/development plans.

Ensuring SEN is an integral part of the School Improvement & Development Plan (SIDP).

11.3 To liaise within school and with all relevant outside agencies including families

11.4 To promote staff development in relation to SEN, Including own personal development, keeping self-informed with up-to-date research issues and local LA and national policies, contributing to whole school CPD; ensuring SEN is a whole school issue and organising regular CPD for the Learning Support Team.

11.5 To contribute to the management of SEN resources

Physical resources including the annual budget allocation and training budget.

Human resources including line management, timetabling and deployment of Learning Support Team, recruitment and interviews.

11.6 To maintain and oversee records on all students with SEN

Including whole school and individual records on students with SEN.

Closely monitor SEN students' progress using all available data and evidence.

Initiating and carrying out assessments.

Organisation of Annual Reviews and attendance at relevant meetings.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected

to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, maybe changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Date: 13th May 2022

The National Award for SEN Co-ordination

This is a compulsory course for all new SENCOs appointed since September 2008 who must gain *The National Award for SEN Co-ordination* within three years of taking up their SENCO post. From September 2009, amended regulations came into forces that require the governing body to ensure the teacher designated as the SENCO, who is new to the role, undertakes nationally approved training. It is therefore essential that the appointed person either has *The National Award for SEN Co-ordination* OR is willing to achieve this with three years of appointment and undertake any nationally approved training.

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Person Specification: Inclusion Leader

Fluency Code: The ability to converse at ease with pupils, parents/carers and members of the public and to provide information and advice in accurate spoken English is essential for the post.

	Essential	Desirable
Qualifications	<ol style="list-style-type: none"> 1. Qualified teacher status 2. Successful DBS and safeguarding clearance 3. At least 3 years experience as a classteacher 	<ul style="list-style-type: none"> ▪ Holds National SENCO qualification or is willing to undertake nationally approved training within 3 years
Knowledge and Understanding	<ol style="list-style-type: none"> 1. The knowledge and understanding of effective teaching and best practice and capacity to deliver consistently good lessons 2. Clear understanding of the role of high expectations in improving pupil outcomes 3. Effective differentiation which ensures progress for all pupils through personalised learning 4. Using and interpreting data to inform teaching 5. A repertoire of teaching strategies to engage and motivate a range of learners 	

	<ol style="list-style-type: none"> 6. Secure knowledge of EYFS Framework and/or national curriculum 7. A range of effective strategies for promoting positive behaviour and maintaining a calm and purposeful learning environment 8. Giving effective feedback 9. Experience of working with children with Special Educational Needs. 10. Developing productive home school partnerships 11. Understanding of statutory assessment processes relating to their phase 12. Statutory guidance and best practices for safeguarding 13. Knowledge of statutory frameworks such as SEN Code of Practice 14. Knowledge of common additional need difficulties and strategies to support 	
<p>Experience</p>	<ol style="list-style-type: none"> 1. Experience of teaching in a Primary school setting. 2. Ability to demonstrate evidence of consistently good practice in at least one key stage. 3. Proven record of raising attainment and improving progress 4. Working effectively as part of a team 5. Planning and delivering creative and inspiring lessons using formative and summative assessment effectively 6. Contributing to and implementing whole school policies 7. Experience of providing effective support for children with SEND 8. Experience of all aspects of statutory processes related to SEND and referrals to external partners 	<p>Experience of teaching across two phases</p>

<p>Characteristics and competencies</p>	<ol style="list-style-type: none"> 1. Desire and ability to promote the values and ethos of the school 2. Show willingness to learn and motivation to teach well 3. Model highest professional standards 4. An appetite for challenge and the ability to inspire enthusiasm and confidence in others 5. Demonstrate resilience, determination and a positive outlook 6. Highly effective communication 7. Demonstrates an understanding of and be able to take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in your work with pupils, colleagues and families. 8. Ability to empathise and demonstrate care and Compassion 9. Ability to create a happy, stimulating and challenging learning environment 10. Confidence and competence using IT 11. Desire to promote inclusion and articulate high expectations for pupils with SEND 	<ul style="list-style-type: none"> ● Desire to develop expertise <p>Is proactive in</p> <ul style="list-style-type: none"> ● seeking out opportunities for professional development