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Job Descriptions



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Sample SENCO Job Description

Post: SENCO: ACROSS THE WHOLE SCHOOL

Responsible to: Headteacher

Job purpose: Ensure all pupils achieve their potential

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and learning

1. Identify and adopt the most effective teaching approaches for pupils with SEN and share approach with colleagues.
2. Monitor teaching and learning activities to meet the needs of pupils with SEN.
3. Identify and teach study skills that will develop pupils' ability to work independently.
4. Liaise with other SCE agency schools/local schools and those in the UK to ensure continuity of support and learning when transferring pupils with SEN.

Recording and assessment

1. Work with colleagues to set challenging targets for raising achievement among pupils with SEN.
2. Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
3. Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEN children once identified.
4. Update the Headteacher and SGC on the effectiveness of provision for pupils with SEN.
5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Attend IEP review meetings, parent evening consultations keeping parents informed about their child's progress.

Leadership and Management

1. Ensure the school IEP register is up to date and all stake holders are fully informed about support programmes in place/planned.
2. Ensure IEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
3. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and understand the importance of QFT taking ownership of additional provision and the progress children (with SEN) make in their class/teaching group.
4. Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
5. Provide training opportunities for learning support assistants, teachers and other stake holders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
6. Disseminate good practice in SEN across the school.
7. Identify resources needed to meet the needs of pupils with SEN and advise the Headteacher of priorities for expenditure.
8. Contribute to Senior Leadership Meetings on the effectiveness of SEN provision in the school and be prepared to share this information with other stake holders.
9. Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency.

Standards and quality assurance

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1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend and participate in open evenings and student performances.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Attend team and staff meetings.
7. Develop links and SGC, agency staff and neighbouring schools.

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Sample job description

Inclusion Manager TLR 2b

Name:

Job description: **Leading specific and additional teaching and learning throughout the school – SENCO, Inclusion, G&T, Social and Emotional Aspects of Learning**

Job purpose: **Lead and develop teaching and learning ensuring equal access for all groups of pupils**

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document' (see class teacher job description).
- Assume an active role on the SLT.
- Lead, develop and enhance teaching practices of others.
- Lead, develop and manage inclusive practice throughout the school.

General Duties

- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCO.
- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.
- To lead in the promotion of a professional, caring and supportive atmosphere with the school.
- TO take responsibility for leadership of Inclusion: SEN, G&T, Social and Emotional Aspects of Learning.

Strategic Development

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

- Plan and assess pupils' learning using knowledge of school policies, schemes of work and the National Curriculum requirements.
- To play a role in ensuring that school policies and practices are adhered to throughout the Key Stages.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the Key Stages.
- Help others to evaluate the impact of their teaching on pupil progress.
- Ensure continuity and progression in the Key Stage through the analysis of pupil performance data, the assessment of progress and support for teachers in the Key Stage with target setting.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.
- Ensure that the Headteacher, senior leadership team and School Advisory Committee are informed about policies, plans, priorities and targets for the Key Stage and that these are included in the school development plan.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.
- In partnership with the senior leadership team, support the implementation of the Primary National Strategy in order to foster a creative, rich and exciting curriculum.

Teaching and Learning

To secure and sustain effective teaching for individuals, groups and classes.

- To be an outstanding practitioner who knows and understands how pupils learn.
- To be an exemplar of high quality teaching and learning so that others are inspired and motivated.
- To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.

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Leading and Managing Staff

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

- To be responsible for the induction of teachers into the school.
- Monitor the INSET needs of colleagues in the Key Stage and in collaboration with the senior leadership team ensure that they are met.
- Organise and lead school based INSET as appropriate.
- Act as team leader for performance management in line with policy and procedure.

Deployment of staff and resources

To develop, monitor and control resources within the teaching area.

- Establish resource needs for the school and advise the Headteacher and senior leadership team of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy support staff effectively and take a line management role with all academic support staff.
- Liaise with ISDT.

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Sample Inclusion Manager TLR2b

Name:

Job description: **Leading specific and additional teaching and learning throughout the school – SENCO, Inclusion, G&T, Social and Emotional Aspects of Learning**

Job purpose: **Lead and develop teaching and learning ensuring equal access for all groups of pupils**

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document' (see class teacher job description).
- Assume an active role on the SLT.
- Lead, develop and enhance teaching practice of others.
- Lead, develop and manage inclusive practice throughout the school.

General Duties

- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCO.
- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.
- To lead in the promotion of a professional, caring and supportive atmosphere within the school.
- To take responsibility for leadership of Inclusion: SEN, G&T, Social and Emotional Aspects of Learning.

Strategic Development

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

- Plan and assess pupils' learning using knowledge of school policies, schemes of work and the National Curriculum requirements.
- To play a role in ensuring that school policies and practices are adhered to throughout the Key Stages.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the Key Stages.
- Help others to evaluate the impact of their teaching on pupil progress.
- Ensure continuity and progression in the Key Stage through the analysis of pupil performance data, the assessment of progress and support for teachers in the Key Stage with target setting.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.
- Ensure that the Headteacher, senior leadership team and School Advisory Committee are informed about policies, plans, priorities and targets for the Key Stage and that these are included in the school development plan.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.
- In partnership with the senior leadership team, support the implementation of the Primary National Strategy in order to foster a creative, rich and exciting curriculum.

Teaching and Learning

To secure and sustain effective teaching for individuals, groups and classes.

- To be an outstanding practitioner who knows and understands how pupils learn.
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Leading and Managing Staff

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

- To be responsible for the induction of teachers into the school.
- Monitor the INSET needs of colleagues in the Key Stage and in collaboration with the senior leadership team ensure that they are met.
- Organise and lead school based INSET as appropriate.
- Act as team leader for performance management in line with policy and procedure.

Deployment of staff and resources

To develop, monitor and control resources within the teaching area.

- Establish resource needs for the school and advise the Headteacher and senior leadership team of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy support staff effectively and take a line management role with all academic support staff.
- Liaise with ISDT.

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<p style="text-align: center;">Sample</p> <p style="text-align: center;">Job Description</p> <p style="text-align: center;">Inclusion Leader (EAL/SEN/G&T)</p> <p style="text-align: center;">TLR2b</p>

Status and Purpose of post:

A TLR payment is made to a teacher who is accountable for a significant and sustained responsibility focused on teaching and learning, to ensure continued delivery of a high quality teaching and learning. This is a significant post in the leadership of the school's revised structure.

Relationships: The post holder is directly responsible to the Headteacher for his/her general duties and responsibilities.

Line Manager: For the purpose of day to day line and performance management the post holder is responsible to the Deputy Headteacher (UKBT).

Factors that apply in awarding TLR payments:

- Impact on educational progress beyond the teacher's assigned pupils.
- Leading, developing and enhancing the teaching practice of others.
- Having accountability for leading, managing and developing curriculum areas or pupil development across the curriculum.
- Having line management responsibility for a significant number of people.

Responsibilities Specific to the Post

- To be accountable for raising the standards of teaching, learning and attainment for all children identified as having specific needs in EAL, G&T or SEN in the school.
- To lead learning and co-ordinate the strategic management and development of Inclusion across the school so that all pupils with a range of additional needs, as identified as EAL, SEN and G&T, are well supported across the school and make very good progress.
- To oversee and ensure quality provision is in place for children with a range of additional needs mainly: EAL, children with SEN and G&T.
- Ensure appropriate targets and IEPs exist for all children identified in EAL G&T and SEN groupings.
- To lead, develop and enhance the teaching practice of all adults, through monitoring, evaluating and promoting improvement strategies to secure effective learning and teaching is undertaken within the specified area of responsibility.
- To be a member of the Leadership Team, having collective responsibility for school self-evaluation, understanding and using data and planning appropriate provision so that all children in designated groups achieve well within expectations.
- To line manage a team of staff, including the effective recruitment, performance management and development, and induction for newly appointed staff with respect to inclusive practices and where appropriate their specific deployment.
- To develop and lead INSET programmes to support effective inclusive practices and provision in school, specifically for LSA and KW groups on a regular basis.

Learning and Teaching

- To be a leader of learning by providing a role model for excellent inclusive practices, setting high expectations in relation to standards of pupil achievement and the quality of teaching, including developing and advising on assessment strategies (A4L), data analysis and identified support to ensure the identified standards of pupil achievement are met.
- Establish, review and update as necessary the School Improvement Plan for Inclusion.
- To oversee, and work collaboratively with Key Stage Leaders, to ensure the effective co-ordination of intervention programmes to support designated groups of pupils.
- To address and apply the principals as identified in Every Child Matters and with other members of the leadership team take specific responsibility for leadership of one of the five areas.

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- To actively seek out ways to enrich the learning experience of children through the co-ordination of extended learning programmes (homework long leave, specific clubs, family learning).

Knowledge and Understanding

To maintain an up to date knowledge and understanding of:

- The schools and SCE's aim and policies particularly with reference to Inclusion.
- The school's priorities, targets and improvement plan, including support for the development of a 21st Curriculum.
- The relationship between the subject/s being led and the curriculum as a whole.
- Statutory curriculum requirements and requirements for assessment, reporting and recording pupil's attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils within the designated groups.
- Current leadership and management development and initiatives.

Communication

- Ensure that the Headteacher and staff team are kept informed about issues relating to Inclusion.
- Ensure parents are kept informed and the implications for their children continued progress are made clear.
- To liaise and work co-operatively and collaboratively with colleagues.
- For continuity, to liaise with Phase Team Leaders with respect to the learning and teaching and quality inclusive practice within their teams.
- To work with external bodies/advisors as required.
- To promote links with other schools and networks.

Resources

- To submit an annual bid for Inclusion.
- To manage the budget ensuring that expenditure provides good value for money.
- Ensure that relevant resources are kept up to date, catalogued and stored in an organised way, and accessible to staff.
- Where relevant, to work with the Headteacher and leadership team in decisions relating to the deployment of support staff across the team.
- Ensure that Inclusive practice is represented in display around the school.
- To oversee that equipment and resources for Inclusion comply with health and safety requirements.

Monitoring, Evaluation, Review and Development – Relevant to designated groups of pupils

- With other senior leaders take a major lead in the strategic self evaluation process.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform decisions relating to identified groups of children with a range of additional needs.
- To monitor planning, records and reporting of inclusive practice.
- To identify areas for staff professional development and be aware of possible ways of addressing these needs.
- Monitor the progress made in implementing the improvement plan and towards targets and evaluate the effects of the above on teaching and learning using this analysis to guide further improvement.

Generic Responsibilities

The post holder will be required to undertake such duties as may be reasonably directed by the Headteacher from those described in detail the current 'School Teachers Pay and Conditions'. In particular the following duties will be required:

- Planning and preparing of lessons ensuring coverage of the curriculum and that the needs of learners are met through well planned differentiated tasks.
- Setting and regular making of work.
- Assessing, recording and reporting on pupil development, progress and attainment.
- Creating and managing a learning environment that enables children to achieve highly.
- To take an active role in extended opportunities for children and contribute to promoting the life of the school within the community.
- Work collaboratively with colleagues.

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- Take a lead in one of the Core Teams for the development and monitoring of a designated subject area.
- Participate in and contribute to performance management as adopted by SCE.
- Participate actively in CPD.
- Participate in staff meetings, school routines, meetings with parents, pupils and other professional bodies as appropriate and for the safety and well being of pupils.
- Undertake all duties in a safe manner in accordance with H&S guidelines.

Mandatory Duties

Health and Safety

Personally responsible for the health, safety and welfare of all staff that may be affected by the post holder's acts and/or omissions.

Equal Opportunities

Personally responsible for equal opportunities awareness and ensuring that the post holder is aware of, and carries out, the provisions contained in the SCE Equal Opportunities Policy.

Review

A review of this job description will be undertaken on an annual basis. Elements may be renegotiated at the request of the post holder or the Headteacher at such time deemed necessary or advisable. It may be subject to modification or amendment after such consultation and agreement.

Signed..... (Post Holder)

Signed..... (Headteacher)

Date.....

Date.....