**ST. VINCENT’S CATHOLIC PRIMARY SCHOOL JOB DESCRIPTION 2023-24**

**JOB TITLE:** **Special Educational Needs and Disabilities Leader** (**SENDCo)**

**RESPONSIBLE TO:** Head Teacher

**LIAISON WITH:** All teaching, support staff, pupils and parents, SEND governor, Achievement & Wellbeing Committee, external agencies.

**PURPOSE:** To lead and be responsible for children with Special Educational Needs and Disabilities (SEND), those who are Gifted and Talented and those in receipt of Pupil Premium across the school.

To engage in collaborative leadership designed to secure the achievement of the schools strategic priorities.

To raise and maintain the standards of teaching, learning and achievement for pupils across the curriculum managing teaching and non-teaching staff to ensure all pupils make good or better progress thus making an impact on the educational progress of pupils across the school.

**ROLE:** To provide leadership focused on securing high quality teaching and learning to meet pupil’s individual needs, together with raised levels of attainment and achievement.

To lead and be responsible for children with Special Educational Needs and Disabilities, those who are Gifted and Talented and those in receipt of Pupil Premium across the school. To use weekly non-contact time and work such reasonable additional hours as may be needed to enable them to carry out their professional duties as stated below.

**MAIN DUTIES AND RESPONSIBILITIES**

**Ethos**

* Provide opportunity for children’s moral and spiritual development across the curriculum in accordance with the school’s mission statement: **Together through Christ we grow and learn.**

**Curriculum leadership**

* Manage leadership time effectively to ensure all duties are completed throughout the year.
* Organise and maintain a Leadership File on the school network, which contains relevant and up to date documentation. Provide classteachers with a Class SEND File detailing the needs of the children in their class that year and containing up to date reports and support for those children.
* Update related policies, including the Accessibility Plan, according to policy timetable (review at least every three years). Ensure this is implemented throughout the school.
* Manage subject budgets, audit, order, catalogue and organise appropriate resources to enable effective delivery of the curriculum.
* Contribute to the school self-evaluation procedures formulating and reviewing an annual subject Action Plan.
* To work one-to-one with children with an Education, Health and Care Plan that includes specialist teaching time or to arrange appropriate teacher support depending on current staffing arrangements.
* Prepare a statement for the website detailing the school offer, which is to be updated at least annually.
* To continue the principles of being an Achievement for All (AfA) school and the associated activities.

**Monitoring Teaching and Learning**

* Alongside SLT, annually monitor plans and pupil’s work to ensure appropriate provision for SEND and G&T pupils including teaching and learning activities, resources and support. In the summer term review targets set for teachers.
* Carry out intelligent observations of lessons across the school to monitor provision for Pupil Premium, SEND and G&T pupils. Provide oral and written feedback to teachers as appropriate.
* Using end of year analysis, identify areas of strength and areas for development, feedback to staff and create an appropriate action plan.
* Monitor termly assessment results to ensure AfA Pupil Premium, SEND and G&T pupils are making the expected progress.
* Create a whole school provision map to show support and intervention for AfA, SEND and G&T children. Monitor implementation and quality.
* Co-ordinate the provision for pupils with Special Educational Needs and Disabilities including wave 3 interventions. Conduct observations and learning walks as appropriate.
* Prepare a summary of how the school spends its pupil premium funding and the effect this has had on the attainment of the pupil who attract this funding

**Assessment**

* Maintain a register of AfA, Pupil Premium, SEND and G&T children which must be updated at least termly.
* Maintain pupil records for all children on the SEND register.
* Ensure all children identified as having SEND and at school action have an Individual Education Plan which is reviewed at least twice a year in consultation with parents.
* Arrange Annual Reviews for children with an Education, Health, Care Plan.
* Complete annual standardised baseline assessments for pupils receiving Wave 3 Intervention and re assess termly. Analyse progress made.
* Participate in whole staff moderation with a focus on the levelling and achievement of AfA, SEND and G&T pupils.
* Lead termly SEND Review Days to consult with teachers and support staff on the progress of the children they are teaching.

 **Continuing Professional Development**

* Undertake CPD to keep up to date with relevant SEND and G&T developments and disseminate to staff.
* Attend all relevant network meetings.
* Participate in relevant leadership and management CPD opportunities.
* Deliver high quality INSET where necessary according to the needs of the action plan.
* Ensure all teaching and support staff are aware of CPD opportunities in AfA, SEND and G&T available to them.
* Performance manage Learning Support Assistants and identified Teaching Assistants as well as allocated teachers.

**Liaison with others**

* If required, as a result of self-evaluation procedures or parental request, prepare and deliver a Parent’s Workshop on AfA, SEND or G&T.
* Support staff in planning and teaching for SEND and G&T pupils, according to need.
* Provide training to Support Staff, as needed.
* Co-ordinate involvement of external agencies needed to meet the needs of children identified as having SEND (including Outreach Support Services, Educational Psychologist, Speech and Language Therapist and School Nurse).
* Management of Learning Support Assistants and Teaching Assistants leading intervention.
* Meet termly with the head teacher to discuss and provide evidence of progress towards achieving action plan. Provide annual written subject review to governors in the head teacher’s report.
* Meet with parents of SEND children to discuss child’s needs and appropriate provision, including making referrals to external agencies where necessary.

**JOB TITLE:** **SENIOR LEADERSHIP TEAM** TLR 2b

**RESPONSIBLE TO:** Head Teacher

**LIAISON WITH:** All teaching, support staff, pupils and parents, external agencies

# **MAIN PURPOSE OF THE POST:**

In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder’s key accountability will be for raising the standards of teaching, learning and achievement for pupils within the school. Also to manage teaching and non-teaching staff to ensure all pupils make good or better progress.

**MAIN DUTIES AND RESPONSIBILITIES**

The post holder will be required to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:-

***Making an impact on the educational progress of pupils beyond those directly assigned.***

**Strategic leadership**

* Provide an excellent role model of teaching and professionalism.
* Attend and play an active role in weekly Senior Leadership Team (SLT) meetings and complete any resulting tasks.
* Monitor pupil progress across the school and take appropriate action/intervention with the relevant Middle Leader and the Senior Leadership Team.
* Regularly monitor plans, pupil books and lessons with curriculum leaders to ensure curriculum continuity and progression through effective teaching.
* Contribute to the school’s self-evaluation procedures.
* Contribute to the preparation, monitoring and evaluation of the School Development Plan.
* Observe and monitor the quality of teaching and learning in line with the school’s policy, sharing judgements with teachers and support staff as appropriate.
* In collaboration with SLT, identify areas for development and improvement.
* Support staff to ensure a high quality of teaching.

**Performance Management**

* + Act as a team leader and undertake a leading role in the management of staff performance (see Performance Management policy).

**Deputising**

* + Occasionally to deputise in the day to day running of the school in the absence of the head and deputy head.

**JOB TITLE:** **TEACHER**

**RESPONSIBLE TO:** Head Teacher

**LIAISON WITH:** All teaching, support staff, pupils and parents, external agencies

**MAIN DUTIES AND RESPONSIBILITIES**

**Ethos**

* Promote and support the Catholic ethos of the school by working to achieve the aims of the school, expressed in the School’s Mission Statement.
* Attend all school assemblies.
* Lead daily prayer and weekly collective class worship and Key Stage assemblies on a rota basis.

**Teaching**

* Meet the framework of professional standards for teachers in England
* Exemplify good teaching practice within the classroom.
* Create a stimulating classroom environment that is well organised and fosters independent learning.
* Plan and prepare lessons, following the Early Years Foundation Stage / National Curriculum for Literacy, Mathematics, Science and the foundation subjects and adhering to the school Subject Guidelines. The RECD and Standards Framework will be followed for Religious Education.
* Plan lessons using the school’s format and store on the network weekly.
* Use adaptive teaching strategies according to individual children’s educational needs.
* Draw up Individual Education Plans as required and ensure that these are shared with and signed by parents.
* Set and mark homework according to school policy
* Ensure children’s reading is assessed against the Little Wandle Scheme and PM Reviews every half term.
* Supervise children at all times, following the guidelines specified in the Staff Handbook
* Maintain good order and discipline among children, consistently implementing the school’s behaviour policy to ensure good behaviour.
* Adhere to the school’s Health and Safety Policy and safeguard the health and safety of children, when they are on school premises and when they are engaged in authorised school activities elsewhere.

**Assessment**

* Assess, record and report on the development, progress and attainment of pupils including keeping the school Learning Journeys up to date and recording data on Insight.
* Mark children’s work ensuring marking is in line with the school’s marking policy.
* Set focused targets for children who have made the less than expected progress over the previous year.
* Year 6 teachers participate in arrangements for preparing pupils for SATs and administer SATs tests and teacher assessments. Results are recorded and reported.
* Year 4 teachers prepare children for and administer the Multiplication Tables check.
* Year 1 teachers prepare children for and administer the Phonics check.
* Teachers in Foundation Stage complete the appropriate EYFS Assessment activities including baseline assessment.

**Pastoral Care**

* Develop the academic, social, moral, physical and spiritual well-being of each individual child.
* Keep up to date with and adhere to the Safeguarding and Child Protection Policy and report any concerns to the Child Protection Officer following correct procedures.
* Use CPOMS to record concerns about pupils, including behaviour incidents and to log meetings with parents.

**Liaison with parents**

* Attend parent interviews once a term to discuss children’s progress and set targets.
* Provide parents with an annual report which presents children’s progress and attainment in each core and foundation subject.
* Inform parents of class topics, trips and other important information by writing a Knowledge Planner)for each topic and keeping the school website updated with a weekly news post and termly blogs/ home learning.
* Communicate and consult with parents any concerns about their child as soon as possible (within first half term if child performing below expected and followed up with regular progress reports i.e. at least every term in addition to parents evening).

**Liaison with others**

* Direct Teaching Assistants and Learning Support Assistants, ensuring they support children appropriately and carry out the appropriate tasks of a clerical and administrative nature, which do not call for the exercise of a teacher’s professional skills and judgement.
* Liaise with the school SENDCO to support the progress of SEN/ EAL/ G&T children.
* Communicate and cooperate with external agencies when necessary, participating in meetings arranged.
* Provide or contribute to oral and written assessments, reports and references relating to individual children.
* Mentor a new member of staff or students as and when required.

**Appraisal**

* Participate in annual performance management cycles for the appraisal of teacher performance.
* In the case of an ECT serving an induction period, to participate in arrangements for supervision and training following Induction Regulations.

**Continuing Professional Development**

* Keep up to date with educational practice, reviewing methods of teaching from time to time.
* Participate in further training and professional development, including undertaking training and professional development which aim to meet needs identified in appraisal performance management objectives.
* Attend allocated school INSET days.

**Other Duties**

* Register the attendance of children.
* Participate in weekly staff meetings and information meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
* Support the community spirit of the school by attending some fundraising activities by the St. Vincent’s Parent’s Association and by organising and contributing to extra-curricular activities.
* A teacher employed full time shall be available for work for 195 days in any school year, of which 190 days shall be days on which they be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by the head teacher and governors.
* A teacher shall be available to perform such duties at such times and places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
* In addition to the above, a teacher shall work such reasonable additional hours as may be needed to enable them to discharge effectively their professional duties, the amount of time required for this purpose beyond the 1265 specified hours shall not be defined by the head teacher.
* Teachers will receive 10% of their curriculum teaching time as weekly non-contact time for planning, preparation and assessment tasks.