

JOB DESCRIPTION

Post:	SENDCo & KS4 ARP Teacher
Reporting to:	Assistant Vice Principal
Salary:	Main Pay Scale or Upper Pay Scale, Plus TLR1c

This is an exciting opportunity for an individual who is passionate about SEND. Applicants who are keen to build their SEND leadership skills are welcome to apply. The NPQ for SENDCos is the statutory qualification for all practising and aspiring SENDCos and must be completed within 3 years of the individual's appointment.

The successful candidate will be committed to:

- Working closely with teachers, parents and external agencies to design, implement and review an effective provision for students with SEND.
- Being part of the development of a Cognition and Learning Additional Resource Provision (ARP) for students with SEND within The Bridge Academy.
- Developing and implementing a Preparing for Adulthood Curriculum for KS4 students with EHCPs who may otherwise struggle to access a mainstream KS4 Offer.
- Raising the attainment of SEND students.
- Working with a range of stakeholders, including parents, SEND professionals and local and national partners.

Accountabilities of the role

Students:

- To continuously review the SEND provision at the Academy, and to identify appropriate resources to support outstanding provision for students with SEND.
- Plan, deliver and develop a new Level 1 Preparing for Adulthood KS4 course and ensure these classes are purposeful, stimulating and safe learning environments.
- Work with external agencies and use internal assessment tools to identify SEND students.
- Plan and implement effective and bespoke strategies and provisions to best support SEND students.
- Regularly review the effectiveness of the SEND provision in place.
- To make highly effective use of data to set targets and identify and tackle underachievement quickly and effectively.
- To maintain exceptionally high standards of behaviour for SEND students, both in classrooms, on the corridors, and across the Academy as a whole.
- Monitor and record the progress of all SEND students using Assessment for learning strategies, in accordance with Academy assessment policies.
- To support and promote the ethos and values of the Academy.
- To level the playing field for SEND students at the Academy.

Staff:

- Work with the SEND Team and the Senior Leadership Team to develop an effective, inclusive and ambitious offer for SEND Students.
- Facilitate staff development regarding provision for SEND students, including that for newly qualified and beginner teachers and the Professional Practice Development programme.
- To build and maintain a strong team of staff around SEND, including other teachers, Learning Support Assistants and administrative staff; including through rigorous line management and high-quality professional development, as appropriate.
- To observe colleagues as part of the Performance Management, Professional Development, ECT or Quality Assurance programmes and give objective feedback, setting targets for improvement where appropriate.
- To ensure effective provision and develop outstanding teaching and learning, attainment and progress for SEND students.
- Work alongside the pastoral team when devising and reviewing support strategies for students with SEND.

Other:

- To ensure that all statutory requirements are met for students with SEND, including those with EHC plans, and to maintain professional oversight for these students at the Academy.
- To build and maintain excellent links with parents and carers of SEND students to maximise students' chances of success at the Academy and beyond.
- Engage with the development of the Academy's Cognition and Learning Additional Resource Provision.
- To develop strong partnerships with the local authority, external agencies and specialists, the NHS, local primary schools, post 16 providers and Special Schools to support SEND students to make outstanding progress during their time at The Bridge Academy and beyond.
- To ensure that efficient and effective deployment of all funds and resources associated with SEND students, including those with EHC plans.
- To keep abreast of developments in SEND policy and practice, both locally and nationally, and to ensure that changes and developments are introduced and delivered in a timely manner.
- Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
- Contribute to the wider life of the Academy, including the planning and delivery of enrichment activities such as field and residential trips and extra-curricular clubs.
- Contribute to and build partnerships with parents, community groups and local organisations.
- To periodically report to SLT, the Board of Trustees and other stakeholders on the progress of SEND provision at the Academy.
- Undertake other duties, appropriate to the post, as may be reasonably required from time to time by the SEND Team or Senior Leadership Team Member. This is a standard Job Description and revisions may be made from time to time.

PERSON SPECIFICATION

Qualifications, Experience & Professional Attributes

- Qualified Teacher Status and a degree or equivalent.
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach up to KS4.
- NPQ for SENDCos Qualification (desirable or within 3 years of appointment)
- Additional responsibility within SEND with experience teaching and working with students with SEND.
- Experience working closely with parents and external agencies (CAMHS / Speech and Language Therapists etc.)
- Excellent classroom practitioner.
- Commitment to improving practice through reflection, appropriate professional development and through being open to advice and feedback.
- Evidence of continuing professional development or relevant research.

Professional Knowledge and Understanding

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Thorough knowledge and understanding of the SEND Code of Practice and how this is applied in schools and its implications within teaching and learning.
- Evidence of commitment to the principles and policies of equal opportunities.
- Secure knowledge and understanding of a range of Assessment for Learning strategies.
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning
- Knowledge and understanding of child protection, safeguarding and promoting the welfare of children.
- Up-to-date knowledge of current educational developments in SEND relevant to whole school issues.
- The particular challenges facing many learners in the inner city (Desirable).

Professional Skills

- Excellent communication skills.
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners.
- Ability to design opportunities for learners to develop their literacy, ICT (PC and MAC) thinking skills within your subject area.

Personal Qualities

The successful candidate will:

- Commit fully to the Academy mission of ensuring that every student will go on to university or equivalent, thrive in a top job and live a great life.
- Commit fully to the Academy values of Hard Work, integrity and Kindness.

- Have a strong sense of moral purpose and believe that every child, no matter their background or ability, deserves the chance to reach their full potential.
- Have a passion for improving SEND provision, willing to learn and positive.
- Have a high level of personal drive and consistently set extremely high standards for themselves, their team and their students
- Be able to see the bigger picture and, where required, disagree and commit.
- Be able to inspire and support their team and robustly hold them to account, refusing to accept sub-standard performance.
- Be passionate about high quality teaching and learning and the impact it can have on the lives of young people.
- Understand that the role will be fast paced and challenging and be highly solutions focussed and resilient in the face of difficulties.
- Be organised, able to think in detail, work efficiently and use a variety of data effectively.
- Have a proven track record of success and have management experience.