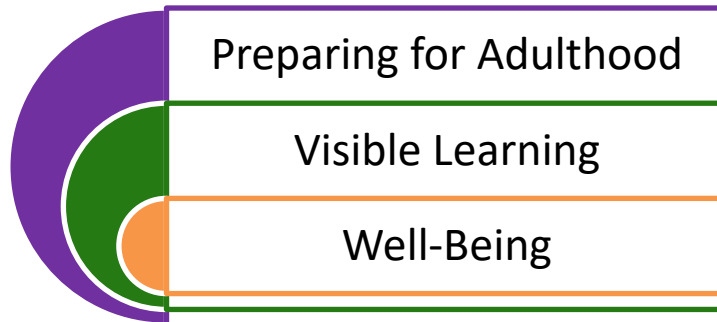


Stormont House School Teacher Job Description
SEND Leader/SENDCo (Extended Leadership Team)
Inner London Main/ Upper Pay Range + SEN1/2 + TLR2b

Our vision

Achievement for all in a unique world-class school

Whole School Priorities



Name of Postholder: x

This Job Description and Person Specification should be read in association with all other recruitment information and the priorities of the School Development Plan

What is this position directly responsible for?

- Leading whole-school improvement as part of the school's Extended Leadership Team
- Leading and contributing to agreed areas of the School Development Plan
- Contributing to school self-evaluation, improvement prioritisation and implementation planning
- Contributing to the strategic planning, implementing, monitoring and evaluation of whole school inclusive practice and SEND systems
- Planning and delivering high quality professional development for all curriculum staff
- Providing regular and clear feedback, advice and guidance to all staff about inclusive practices to share strengths and areas for development
- Having an impact on the educational progress of students other than your assigned classes or groups of students
- Ensuring SEND review systems in school work efficiently to guide and support staff so that every student achieves ambitious outcomes under the Preparing for Adulthood framework
- Undertaking regular monitoring of inclusive practice across the school, providing feedback and professional development to all curriculum staff
- Working with the Multi- Disciplinary Team to ensure clear and effective universal, targeted and specialised tiers of provision
- Working closely with other staff and settings to ensure high-quality transition into and out of the school
- Securing excellent outcomes for students in terms of academic progress, accreditation, personal development, and readiness for their next stage of education, employment or training
- Analysis and evaluation of related whole school, cohort, group, and individual data
- Presenting clear evaluations of strategies, interventions, and outcomes to different stakeholders

All teachers have the following responsibilities:

1. Working positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.
2. To plan, mark and teach effectively, so ensuring the best possible progress and outcomes for every individual and group of learners, whatever their backgrounds or needs.
3. Periodically assessing student achievement in line with school policy, evaluating student progress and responding/intervening where necessary to address possible underperformance
4. Continually reviewing and improving teaching & learning processes that will lead to the best possible outcomes for all individuals and groups of learners, including through school-based action research, learning from external research, reviews of pedagogy, data and other evidence sources, such as John Hattie's 'Visible Learning' analyses of Effect Size.
5. Ensuring that your teaching, learning and curriculum offer
 - a) is rich, vibrant and well-matched to learners' starting points
 - b) is clear in its intent, implementation and impact
 - c) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.
 - d) is reviewed regularly and appropriate overview summaries made available to other staff and parent/carers
 - e) is revised as necessary in line with school policy and changes to curriculum plans/ requirements
6. To take an active role in the school's pastoral care system as a form tutor; building trusting and effective relationships between home and school; understanding, reviewing and supporting your students' progress academically and socially in all areas of school life.
7. To ensure that incoming students are supported in making a successful social and academic transition into your classes, including through effective professional liaison and accurate baseline assessment
8. To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom.
 - To ensure teaching is appropriately differentiated to meet the special education needs of groups and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.
 - To act as the lead professional for a number of students as part of the Annual Review/ Education, Health & Care Plan process.
 - To communicate effectively with parents/carers; SEN Leader; Leadership Team; outside agencies and the multi-disciplinary team.
9. To line manage relevant teaching and/or non-teaching staff, as directed
10. To contribute to the teaching of other subjects if necessary, as directed.

Part 2 Teaching & Learning Responsibility [Middle Leader]

11. As a TLR is awarded for this role, the teacher's duties include significant responsibilities that are not required of all classroom teachers and that
 1. are focused on teaching and learning
 2. require the exercise of a teacher's professional skills and judgement

3. require you to lead, manage and develop a subject or curriculum area; or to lead and manage student development and SEND systems across the curriculum
4. have an impact on the educational progress of students other than your assigned classes or groups of students
5. involve leading, developing and enhancing the teaching practice of other staff.

Middle Leaders

- are an integral part of the Extended Leadership Team, deputising for SLT members, as appropriate.
- have important school-wide responsibilities and accountabilities in addition to any subject or other leadership responsibilities.
- are expected to maintain a high profile with staff and students, acting as a source of expertise, guidance, and support.
- Will have direct responsibility for leading specific areas of the School Development Plan (action planning, implementation, and evaluation) and reporting on progress to SLT and governors
- Contribute to school self-evaluation, improvement prioritisation and implementation planning
- Will have access to high-quality leadership CPD to develop their skills; understanding of leadership models; their own strengths; areas for development; a common language of leadership; ability to lead others and shared expectations

For this role, this includes, but is not limited to these **specific TLR responsibilities**

- Leading whole-school improvement as part of the school's Extended Leadership Team
- Leading and contributing to agreed areas of the School Development Plan
- Contributing to school self-evaluation, improvement prioritisation and implementation planning
- Ensuring that whole school SEND systems lead to the best possible outcomes for every student in school
- Line management and development of other staff, as agreed
- Staff training and skills in relevant areas
- Pastoral care of students (Form Tutor and Annual Reviews)
- (see also box on first page)

General curriculum leader responsibilities:

12. Ensuring appropriate curriculum maps are in place for the relevant subject(s), supported by schemes of learning that are sufficiently detailed and well-resourced to inform teachers' daily/ short-term planning. Reviewing maps and schemes of learning to ensure that skills and content to be taught are appropriately sequenced and well-matched to learners' needs.
13. Analysing and evaluating relevant student baseline, target-setting, progress, and outcomes data to evaluate the impact of teaching and in order to further improve it
14. Reviewing the teaching practice of other staff, as assigned, through regular monitoring and evaluation of student work/ books, teacher planning; marking & assessment; data tracking; lesson visits; etc. leading to accurate self-evaluation and improved practice, processes, and outcomes.
15. To ensure appropriate and coherent systems of target-setting, assessment and recording of student progress so that student progress is measurable within and between each Key Stage, leading to support, intervention, or additional challenge as necessary.
16. To exercise strategic, curriculum led, and affordable financial planning to ensure the equitable deployment of budgets and resources to ensure positive student outcomes.

General Duties and Responsibilities:

17. To teach classes as allocated, having due regard to the requirements of the National Curriculum; School Policies, Aims and Philosophy and Schemes of Work.
18. To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document; Hackney Education/Council Code of Conduct for Employees; relevant legislation, School/ Local Authority policies Human Resources Framework, and best practice guidelines.
19. To actively strive to raise achievement and provide equality of opportunity for all students.
20. To ensure that children are well safeguarded, supported and guided in their personal development and academic progress

Curriculum offer

We offer a diverse and vibrant curriculum, including the National Curriculum, which is tailored to meet students' needs by exciting, supporting and challenging them. We expect our students to make the best progress possible; socially, emotionally, and academically. We set out to combine the very positive aspects of primary education with the specialist subjects of secondary in order to provide the best quality education possible.

Additional Information

- In each year group there are two classes with a total of around 22 students. Each class usually contains around 11 students and is usually supported by a Teaching Assistant. Other support staff may be targeted at times towards particular classes or individuals.
- IT is an important area of the school development plan. There are dedicated IT hubs available for use by all subject areas. Teachers must be enthusiastic users of educational technology with a willingness to develop their skills in terms of classroom practice and the use of data
- All departments bid for their budget according to needs identified in their departmental Development Plan. The successful candidate will be responsible for building and monitoring relevant budgets and Development Plans.
- All teachers need to be flexible in their curriculum offer and may need to contribute to the delivery in other subject areas. Careful consideration is given to teachers' preferences, interest and areas for development. Priority is given to best matching staff skills to student need within available resources.
- Staff who are awarded a TLR have a clear line management/ quality assurance role with regard to other classroom teachers, teaching assistants and/or technical support staff, as appropriate

Line Manager: identified middle leader/ senior leadership team member

Other key accountabilities: SENCo, specified subject leads, teachers and/or support staff

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. Job descriptions are reviewed annually as part of the performance management process.

Date of issue/ updated: April 2023

SELECTION CRITERIA for the post (E-Essential, D-Desirable)

1	DfE recognition of Qualified Teacher Status	E
2	A track record of teaching that is consistently at least good, preferably outstanding	E
3	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> • The shared school vision • Your personal contribution to moving us closer to that vision • Working effectively with people from diverse backgrounds 	E
4	The ability to ensure effective leadership of learning and delivery of the curriculum, including: <ul style="list-style-type: none"> a) Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc. b) Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners. c) Experience of teaching appropriate accredited courses. d) Experience of adapting/ developing curriculum and accreditation routes for learners with SEN e) An interest in, and some experience of using research evidence (school-based or other) to improve learning outcomes 	E E E E D
5	Understanding of the factors and strategies that will support high levels of progress and achievement, including successful transition of students into the school from primary and then through each Key Stage, including appropriate approaches to baseline assessment	E
6	An understanding of students' special educational needs linked to appropriate challenge, teaching strategies, differentiation, assessment, outcomes, and ambition for all students. Knowledge of the SEND Code of Practice and the Annual Review Process and the ability to evaluate staff training needs, prioritise and deliver appropriate training directly and/or via other professionals.	E
7	<ul style="list-style-type: none"> a) Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff, preferably including line management. b) Evidence of skills and experience necessary to largely deliver the specific responsibilities associated with this position from appointment. Evidence of impact on the educational progress of students other than your assigned classes or groups of students c) Ability to evaluate and address professional developmental needs of self /others d) Evidence of positive and constructive working relationships with relevant members of the leadership team/ HoD in current/ most recent role e) The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate. f) Experience of successful project/ subject/departmental leadership and development planning, including ensuring the effective use of resources. g) Ability to analyse, evaluate impact, disseminate findings, and reprioritise tasks/ projects as a result 	E
8	The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care. To be able to rebound after setbacks and the ability to help others do so.	E
9	Evidence of active commitment to ensuring that all children, whatever their needs or background, are well safeguarded, supported and guided in their both their personal development and academic progress	E
10	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	E
11	To work positively with people of diverse backgrounds, characteristics and experiences to achieve the School Vision of 'Achievement for all in a unique, world-class school'.	E