



Key Stage 1 Teacher/SENDCo

JOB DESCRIPTION

Responsible to: Principal/Senior Leadership Team

Job Overview

- It is anticipated that this role will be for a Year 2 class
- To enable young children to make good progress in their learning by building upon the skills they have when they enter the year 2 class
- To assist all pupils to develop emotional security, self-belief and mature social skills.
- To assist all children to develop a love of learning and an excitement about coming to school each day.
- To lead in the implementation and development of a thematic approach to teaching and learning that builds on the acquisition of core skills and knowledge.

Planning Learning

Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:

- Identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught;
- By setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning;
- By setting clear targets for pupils' learning that build on prior attainment;
- By Identifying pupils who:
 - have special educational needs
 - are high attainers
 - are not yet socially confident or lacking in independence
- By ensuring that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.

Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration

Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.

Plan opportunities to develop pupils' spiritual, moral, social and cultural development.



Teaching and Classroom Management

Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and pupils' learning time is used efficiently

Establish and maintain a purposeful learning atmosphere.

Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships

Establish a safe, clean and secure learning environment which promotes pupils' confidence.

Use teaching methods which capture pupils' interest and maintain their engagement through:

- offering rich, captivating learning activities
- setting the highest expectations for all pupils
- clearly establishing a purpose for learning, placing it within a context
- effective questioning that includes open and closed questions, together with the use of probing, supplementary questions
- providing frequent opportunities for pupils to learn through talk and interaction
- stimulating intellectual curiosity and communicating enthusiasm for learning
- matching the teaching approaches used to the learning and development area of the curriculum and the age of the pupils being taught
- modelling good language use to children
- modelling good social skills to children
- listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward
- selecting and making good use of ICT and other learning resources which enable learning objectives to be met
- providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'

Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review plans for pupils with identified special educational needs.

Evaluate your own teaching critically and use this to improve your effectiveness to set personal targets and take responsibility for your own continuous professional development.

Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.



Monitoring, Assessment, Recording, Reporting and Accountability

Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.

Maintain good organisation and accurate assessments so that they offer a clear record of pupils progress.

Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.

General Requirements

Brookes Education Group is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Maintain high professional standards of attendance, punctuality, appearance and conduct.

Maintain positive, courteous relations with pupils, parents and colleagues

Contribute to the School's programme of extra-curricular activities

Share regular supervisory duties as required.

Attend all major school events such as Open Days, Sports Day, Assessment Days and Parents' Evenings.

Promote the good name and reputation of the School.

Adhere to School policies and procedures and be aware of risk assessments.

See below for supplementary information regarding the SENDCo role



SUPPLEMENTARY DESCRIPTION - SENDCO

- Meet regularly with the Staff and report on all day to day matters regarding provision for children with EHCPs or those who need adjustments to their learning tasks.
- Meet with and support LSAs with designated 1:1 child specific support responsibility.
- Check that plans cover all areas of learning, identify assessment opportunities and consider the children's interests.
- Ensure planning is implemented with specific learning objectives in place for children with EHCPs or who have been identified as having learning differences or difficulties.
- Assist in the Admissions process when an application suggests the requirement for additional learning support.
- Encourage all children to become confident, independent and inquisitive learners.
- Monitor observations of pupil learning and their application in the planning and teaching process.
- Support staff with children with specific learning difficulties and liaise with parents, the local authorities and specialists as necessary.
- Assist with the support for children who may have emotional and or physical difficulties including sharing approaches that promote wellbeing.
- Maintain a register of children with special needs.
- Promote positive partnerships with parents and carers through regular communication and through preparation for reviews.
- Discuss budget allocation with SLT and to be responsible for identifying and prioritising the need for new resources for children with identified needs.
- Support all staff in understanding the needs of SEND pupils
- Support the development of SEND provision
- Monitor progress towards targets for pupils with SEND
- Liaise with staff parents, external agencies to provide maximum support and to ensure continuity of progression

