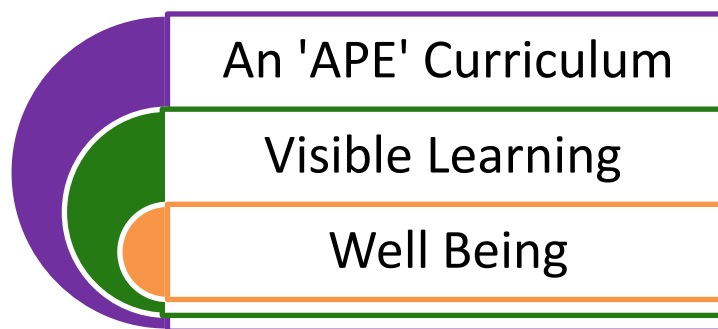


Stormont House School
Teacher Job Description
Middle Leader: SEN Leader/ SENCo
Inner London Main/ Upper Pay Range + SEN2 allowance + TLR2b
(Currently up to £56,225 for U3, £47,637 for M6 fte)

Our vision for Stormont House School

Achievement for all in a unique world-class school

Whole School Priorities 2016-19



N.B this initial job description will be amended on appointment to better reflect the skills and ambitions of the successful candidate and their intended impact on the school.

Purpose of the Role: Leading; Teaching; Learning

Improving student outcomes and progression as a member of the Extended Leadership Team through

1. Leading and managing SEN processes that improve student outcomes; effective person-centred planning and provision to meet needs, equipping each student to progress successfully to their next setting
2. using progress, attainment and other relevant data to improve further the quality of teaching, learning and assessment
3. ensuring that SEN systems in the school lead to the best possible progress and outcomes for every individual and group of learners.
4. effectively leading, developing and enhancing the teaching practice of other staff while simultaneously continually improving own practice.
5. leading and evaluating the impact of the school multi-disciplinary team; intervention strategies; universal and targeted provision
6. developing and maintaining clear tiers/ waves of support and intervention appropriate to various levels of need
7. Acting as a source of advice, guidance and expertise for meeting SEN within and beyond the school.

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 and for all teachers to contribute to that progress within and beyond the classroom.

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.

We offer the full range of National Curriculum subjects at Key Stage 3, with a strong focus on both creativity and access skills such as Literacy

General Duties and Responsibilities:

- To lead subject(s) and teach classes as allocated, having due regard to the requirements of the National Curriculum; School Vision, Ethos and Policies, and Schemes of Work.
- To ensure high-quality teaching, learning & assessment in the relevant area(s) within and beyond the post-holder's own assigned classes.
- To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document; Hackney Learning Trust/Council Code of Conduct for Employees; relevant legislation, School/ Learning Trust Human Resources Framework, and best practice guidelines.
- To actively strive to raise achievement and provide equality of opportunity for all students.
- To ensure that children are well safeguarded, supported and guided in their personal development and academic progress, particularly as form tutor.
- To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom. To act as the lead professional for a number of students as part of the Annual Review/ Education, Health & Care Plan process.

General responsibilities as part of the Extended Leadership Team

The Extended Leadership Team (ELT) is made up of Middle and Senior Leaders. In addition to any subject or other specific curriculum leadership role, Middle Leaders have an essential role in leading the continual improvement of the school by

1. Developing and implementing a vision
2. Modelling high-quality practice, integrity and reliability as a reflective practitioner
3. Building positive working relationships within and beyond the school
4. Communicating clearly and holding others to account
5. Engaging with and carrying out research in order to improve practice

Not only will Middle Leaders be responsible for developing their particular roles, they will also use their specific experience and knowledge in these roles in

- Planning, leading and/or facilitating appropriate staff training and development
- Leading relevant working parties
- Policy formation and development
- School development planning and target-setting (agreed areas of SDP)
- Monitoring and evaluation of processes and outcomes
- Line management and appraisal of both teachers and support staff

The ELT meet in addition to the regular cycle of staff meetings, and are invited to at least one leadership team overnight conference per year.

Specific Responsibilities:

SEN Leader/ SENCo:

1. As a TLR is awarded for this role, the teacher's duties include a significant responsibilities that are not required of all classroom teachers and that
 - a) are focused on teaching and learning;
 - b) require the exercise of a teacher's professional skills and judgement;
 - c) require you to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
 - d) have an impact on the educational progress of students other than your assigned classes or groups of students; and
 - e) involve leading, developing and enhancing the teaching practice of other staff.
2. Develop, communicate and implement a clear vision and strategic direction, supported by effective policies and practices that ensure best practice in meeting the SEN of students at the school
3. Establish and keep under review action plans that support this vision, evaluating and reporting on impact
4. Evaluating and reviewing impact of interventions, included those funded through Pupil Premium Grant
5. Establishing effective multi-disciplinary working, including systematically developing the skills of school staff
6. Developing clear and effective universal/ targeted/ specialised waves of provision
7. Tracking and reporting on provision using SIMS
8. Ensure that the lesson-based and wider curriculum is accessible to all students, including access arrangements for accredited courses.
9. Close and effective liaison to support effective transition into and from the school
10. Leading professional development relating to SEN within the school and contributing to the wider CPD offer as part of the Hackney Teaching Schools' Alliance and beyond.
11. Developing practice in the school to such a standard that it can be 'captured' as a source of professional development for others outside the school
12. Reviewing the teaching practice of other staff, as assigned, through regular evaluations of student work/ books, teacher planning; marking & assessment; data tracking; lesson visits; etc. leading to accurate self-evaluation and improved practice, processes and outcomes.
13. To be responsible for budgeting and resources, devising, reviewing and evaluating relevant Action Plans
14. 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.
15. Ensuring that the curriculum offer
 - a) is rich, vibrant and well-matched to learners' starting points
 - b) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.
 - c) is reviewed regularly and appropriate overview summarises made available to other staff and parent/carers
16. Supporting the preparation/ revision of inclusive schemes of work as necessary. To prepare the differentiated programmes necessary to meet the special education needs of groups

and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.

17. To ensure that incoming students are supported in making a successful transition into and from the school, including through effective professional liaison and accurate baseline assessment
18. To take an active role in the school's pastoral care system through supporting form tutors, including contributing to, and completing student Annual Reviews as required. To communicate effectively with school staff, Leadership Team, outside agencies and the multi-disciplinary team.
19. To line manage relevant teaching and/or non-teaching staff, as directed
20. To contribute to the teaching of other subjects, as directed.

To Whom Responsible: Deputy Headteacher for inclusion and safeguarding

- The school uses a modified form of the Hackney Assessment Approach (HAA) in core subjects. A series of identified 'fundamentals' referenced to the Primary National Curriculum are tracked and reported on. Other subjects are developing their own 'fundamentals approach' so that we can better evaluate 'a year's worth of progress for a year's worth of input' (see SDP)
- There are 30 lessons per week. You would be expected to teach a small number of lessons per week, subject area(s) to be negotiated according to school needs/ your skills and experience and you would receive 3 lessons as a contribution to core Planning, Preparation & Assessment (PPA). A further 5 lessons will be provided as a contribution to the time needed to meet the requirements of the awarded TLR.
- Stormont House is a lead school within the Hackney Teaching School Alliance. Our expectation is that this role will contribute to the professional development of teachers and other staff beyond the school as well as within it.
- We have introduced 'Numbers Count' and '1st Class @number' as specific maths intervention programmes. This role will include leadership of those delivering intervention programmes.
- In each year group there are two classes with a total of 20 students. Each class usually contains around 10 students and is usually supported by a Teaching Assistant
- 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 IT with a willingness to develop their skills.
- All budget-holders bid for their budget according to needs identified in their Action Plan. The successful candidate will be responsible for building and monitoring relevant budgets and Action 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

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. To avoid 'drift', the particulars of job descriptions should be reviewed annually as part of the appraisal/performance management process.

Middle Leader position: SEN Leader/ SENCo
SELECTION CRITERIA (E-Essential, D-Desirable)

1	DfE recognition of Qualified Teacher Status Willingness to undertake SENCo and Access Arrangements qualification	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 	E
4	The ability to ensure effective leadership of learning and delivery of the curriculum, including: <ul style="list-style-type: none"> • Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc. • Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners • Experience of teaching appropriate accredited courses • Experience of adapting/ developing accreditation routes for learners with SEN • 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	A thorough understanding of special educational needs relevant to this school, appropriate differentiation and methods of recording and assessment. Thorough knowledge of the SEN Code of practice and person-centred planning at the heart of the Annual Review process. Ability to evaluate staff training needs, prioritise and deliver appropriate training directly and/or via other professionals	E D
7	<ul style="list-style-type: none"> • Evidence of positive and constructive working relationships with relevant members of the leadership team/ HoD in current/ most recent role • The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate. • Experience of aspects of project/ subject/departmental leadership and development planning, including ensuring the effective use of resources. • Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff. 	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 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