



Caring Achieving Respectful Exciting

JOB DESCRIPTION: Inclusion Leader and Teacher

POST: Classroom teacher with responsibility for managing Inclusion (including Special Educational Needs and Disabilities, Behaviour and Equalities) at Hardwick Primary School.

GRADE: Main Pay Scale / Upper Pay Scale TLR 2.1

PURPOSE OF POST

To assist the Head teacher/Head of School in all aspects of school life.

SUPERVISORY RESPONSIBILITIES

To whom: Head teacher/Head of School and Senior Leadership Team.

AREAS OF RESPONSIBILITY AND KEY TASKS

A PLANNING, TEACHING AND CLASS MANAGEMENT, TO:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying children with special educational/additional needs or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.
 - ii. use effective questioning, listen carefully to pupils, and give attention to errors and misconceptions.
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;
- take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage pupils to communicate about and record their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention and first-hand experience;
- manage parents and other adults as appropriate.

B MONITORING, ASSESSMENT, RECORDING, REPORTING - TO:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work, give constructive feedback and share targets as required;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

C INCLUSION RESPONSIBILITY (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, BEHAVIOUR AND EQUALITIES) - TO:

- liaise with the Head teacher/Head of School, staff, parents and relevant outside agencies;
- to efficiently manage a budget: - prioritise, order and organise resources;
- keep Inclusion policies up to date;
- monitor plans and practice and keep records to ensure the appropriate cover of policies with regard to progression, continuity, equality of opportunity and health and safety;
- develop and maintain record keeping and monitoring procedures for all children;
- as part of the School Development Plan support the Head of School/Head teacher to develop and complete a three year Strategic Development Plan for Inclusion and an annual monitoring report in line with School Development Planning procedures;
- support other staff to increase their knowledge of Inclusion, including the quality of their planning, teaching, learning and assessment of pupils with additional needs;
- liaise with staff and the staff development co-ordinator to organise and identify staff development opportunities.

D OTHER PROFESSIONAL REQUIREMENTS - TO:

- to be the school SENCO;
- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies, practices and ethos of the school;
- follow and ensure others comply with school and local policies and procedures for safeguarding, child protection and health and safety;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- establish and maintain effective working relationships with colleagues and parents;
- take on any additional responsibilities which might from time to time be determined.

IN ADDITION TO THE REQUIREMENTS OF A CLASS TEACHER, AREAS OF RESPONSIBILITY / KEY TASKS:

E STRATEGIC LEADERSHIP, DIRECTION AND DEVELOPMENT - IN CO-OPERATION WITH, AND UNDER THE DIRECTION OF, THE HEAD TEACHER/HEAD OF SCHOOL AND SENIOR LEADERSHIP TEAM.

- support the vision, ethos and policies of the school and promote high levels of achievement in the curriculum through the development, implementation and monitoring of policies that reflect and ensure the schools vision is met for all staff, children, parents and visitors;
- support the creation and implementation of the School Development Plan,
- support all staff in achieving the priorities, setting targets for the school and monitoring the progress of those which relate to inclusion;
- support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on teaching and learning and pupil progress;

- ensure that parents are well informed about Inclusion policies and procedures, targets, children's progress and attainment;
- lead and hold staff to account for the school's priorities for Inclusion and to develop and monitor these within the School's Development Plan;
- ensure the assessment and tracking of children's progress including the identification of additional provision/interventions and that this provision is mapped and planned for.

F TEACHING AND LEARNING-TO:

- be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline;
- be responsible for the pastoral care of children in a class, promoting self-discipline and good behaviour at all times, in accordance with school policies;
- take responsibility for the development and monitoring of the curriculum provision for children with SEND, liaising appropriately with outside agencies, class teachers and senior leadership team members;
- support the head teacher and the senior leadership team in the monitoring of the quality of teaching and children's achievements across the school, including the analysis of performance data;
- support the head teacher and senior leadership team in developing links with parents of children in the school and managing transition;

G MANAGING STAFF - TO:

- support the Head teacher/Head of School in developing positive working relationships with and between all children and staff in the school;
- ensure all staff who support pupils with SEND use time, resources and any additional personnel effectively;
- lead groups of staff in developmental activities and evaluate outcomes;
- support the Head teacher/Head of School in the implementation of the school's performance management policy;
- provide support to early career teachers, supply teachers, teachers and support assistants who may be new to the school;
- ensure that the Head teacher/Head of School, staff and governors are well informed about policies, plans and priorities, and their success in meeting objectives and targets and any future development needs.

H EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES - TO:

- support the Head teacher/Head of School and senior leadership team in the deployment of staff in the school, and support those staff in their duties;
- work with the Head teacher/Head of School and senior leadership team in establishing priorities for expenditure, and in monitoring the effectiveness of spending and usage of resources.

I GENERAL-TO:

- take on specific tasks related to the day to day administration and organisation of the school;
- take on any additional responsibilities which might from time to time be determined.

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Signed Teacher:

Date:

Signed Head teacher/Head of School

Date: