

TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Lead Teacher (Communication and Interaction)
CONTRACTED HOURS	Full time
LOCATION	Lingwood Primary Academy
GRADE / SCALE POINT – SALARY	MPR/UPR & SEN Allowance
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership “the Trust”) at all times;
- Nurturing students’ passions and interests and stimulating their intellectual curiosity;
- Continuously raising students’ aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students’ Leadership Awards Skills;
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To provide specialist advice and support to staff and parents in relation to children and young people with significant communication and interaction needs within mainstream schools and educational settings.

Primarily you will support students by planning, adapting and delivering high quality lessons to students with communication and interaction needs.

KEY TASKS & RESPONSIBILITIES

Specialist Provision

1. Take a lead in the assessment, identification and provision of support for children and young people and young people with communication and interaction needs as outlined in SEND Code of Practice (2015);
2. To monitor and report upon the provision made for such children and young people within mainstream schools/settings, maintaining up to date records to track their progress;
3. To provide practical support, training and guidance to schools and settings in the development of a whole school, inclusive approach to meeting communication and interaction needs;
4. To provide specialist advice to other professionals to support them in their role regarding children and young people with such needs;
5. To contribute to multi-agency support for families, by liaising closely with other professionals and organisations, to establish and maintain a wide network of communications around individual children and young people and their families;
6. To contribute to the education, health and care needs assessment process for individual children and young people and young people and provide educational advice as appropriate;
7. To inform schools and settings of their responsibilities under the Children's and Families Act, 2014, the SEND Code of Practice, (updated 2015) and the Equality Act 2010, and support them in meeting these;
8. To contribute to specialist teaching programmes, including parent programmes, and work with other professionals to develop suitable provision for children and young people with communication and interaction needs.
9. To support schools in the development of effective school-based practice in relation to pupils with communication and interaction needs through the provision of advice, support and time limited specialist intervention.
10. To support the transition of children and young people with significant communication and interaction needs between settings;
11. To initiate, lead or contribute to regular child and young person focused meetings, ensuring the voice of children, young people and families is represented;
12. Lead, develop and enhance the teaching practice of others with regard to children with special educational needs (SEN) across the school. Liaise with and advise colleagues, both teachers and teaching assistants, to impact positively on the educational progress of children with SEN across the school;
13. Co-ordinate provision for children with SEN, including the work of teaching assistants;
14. Promote inclusion and equal opportunities;
15. Plan a sufficient level of resources needed to implement the policies related to children with SEN and maintain these resources within budgetary limitations. Ensure that the allocation of financial resources for SEN is evaluated annually;
16. Oversee the records of all pupils;

17. Ensure that pupils' progress is monitored regularly;
18. Ensure that there is regular liaison with the parents / carers of pupils;
19. Keep up-to-date with knowledge of SEN. Be aware of professional development opportunities relating to special educational needs and to provide staff with details of these opportunities where relevant;
20. Liaise with other educational establishments as appropriate, for example when pupils transfer to another school;
21. Prepare for and attend planning meetings; ensure decisions taken at these meetings are implemented;
22. Regularly monitor and evaluate the unit's provision, reporting outcomes to the Principal and Trust;
23. Contribute to the Improvement Planning process in relation to Trust SEN provision.
24. Ensure the school is an active member of the Autism Base admissions panel which receives referrals for placements and actively engage in the process of decision making in placing suitable students across Autism Bases in Norfolk, including pre panel visits and observations across Norfolk.
25. Work in partnership together with other Specialist Partners, Educational Psychologists, support agencies, other Autism Base schools, other schools and parent and carers to ensure consistent, evidence-based best practice is delivered and system leadership is provided to ensure positive experiences for children, young people and families accessing provision.
26. Adhere to Autism Operational Guidance by following established procedures and completing Local Authority-directed tasks, such as annual returns and participating in half-termly planning meetings
27. Collaborate effectively with the 'Team around the SRB,' including Specialist Partners, Educational Psychologists, and the Base Adviser for Autism

General Teaching Responsibilities

28. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
29. Comply with and uphold the policies of the school;
30. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SENCo and Learning Support Assistants (LSAs);
31. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;
32. Work as part of the school's teaching team and actively behave as a team member to support colleagues;

33. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
34. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
35. Make effective use of PPA time to raise standards;
36. Lead assemblies as required;
37. Play an active role in the full life of the school.

Specific Responsibilities

Class Teacher:

38. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.
39. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Needs and those who are Able, Gifted and Talented;
40. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;
41. Develop home-school links with parents/guardians of students in the class / subject group(s);
42. Complete termly and half-termly assessment records for the class / subject group(s), using the school's systems, including preparation of Student Progress Reports for presentation to the Principal, Senior Leadership Team and Governing Body, as appropriate;
43. Complete student reports for presentation to parents / guardians (academic report and the achievement, effort and social report); meet students' parents at parent evenings, 3 times per year;
44. Manage and monitor the work of other adults in the classroom (including volunteers);
45. Liaise closely with the SENCo regarding the learning needs of students;
46. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

LEAD TEACHER (COMMUNICATION & INTERACTION)

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> • Relevant SEN qualification or training
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	<ul style="list-style-type: none"> • Experience of working with SEN children in a educational setting.
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Sills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s) who have SEN. 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for 	

	the designated Year group(s) Key Stage(s) pupil outcomes for pupils with SEN.	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes 	