

# Wentworth Nursery School and Children's Centre



## **Job description and person specification for Inclusion Teacher (Senco)**

**Post: 0.6 (M1-M6) with a TLR2 (£2667-£6,286.00) Three days a week**

### **Responsible to the Head Teacher**

The appointment is subject to the Teacher's Standards as set out in the DFE 2013, School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

### **General description of the post**

The holder of this post is expected to carry out the professional duties of a main – scale teacher with a TLR 2 allowance attached for responsibility relating to ensuring effective progress of the following groups of children: SEND+D, EAL, and EYPP. The post holder will be required to ensure all record keeping relating to SEND+D are addressed including writing of support plans, Educational Health Care Plans and all other necessary documentation to contribute to the progress of such children. The post-holder is required to fully support the vision, ethos and policies of the school.

This job description includes :

- Leading and developing the learning outcomes for all children including those with special educational needs and disabilities (SEND+D), eligible for Early years Pupil Premium (EYPP), and Children with English as an Additional Language (EAL).
- Leading all strategic matters relating to vulnerable groups of children including: SEND+D, EAL & EYPP.
- Leading areas of learning as outlined in our School and Children Centre Improvement Plan
- Modelling and developing outstanding practice across the school
- Monitoring the progress of SEN+D, EAL, and EYPP children.
- To begin a Master's Degree in Special Educational Needs within 3 years.

## **Key Duties:**

### **Special Educational Needs including enhancing the learning of vulnerable groups of children.**

- To Lead in the provision, progress and analysis of all children with SEND+D.
- To provide half termly updates on all children with SEND+D, EAL, EYPP to ensure strategies are in place to enable children to flourish in their learning.
- To Lead and co-ordinate all related SEND meetings, including support plan reviews, EHCP meetings, and Annual Reviews which ensure all children are making substantive progress.
- To liaise with external agencies in order to effectively meet the needs of children with SEND.
- To support staff in early identification of pupils who may have SEND+D.
- To create a yearly action plan in relation to ensuring the substantive progress of all children with SEND+D, EYPP and EAL.
- To organise and evaluate the impact of additional provision for pupils with SEND+D, EYPP, and EAL.
- To lead or arrange INSET as appropriate on SEND+D, EYPP and EAL and related issues.
- To Model outstanding practice within the nursery environment.
- To model, observe and demonstrate how learning can be enhanced for all children particularly children with SEND, EAL & EYPP.
- To allocate and manage resources for children with SEND+D, EAL and EYPP.
- To liaise with other settings at the point of transfer.
- To advise colleagues on strategies to adopt when working with children with SEND+D, EAL and EYPP.

### **Planning and assessment**

- To be familiar with the Early Years Foundation curriculum and other related early years documents to effectively move young children's learning on.
- To be familiar with and implement key principles of: *The Special Educational Needs disability and Code of Practice 0-25 years (2014)*.

- To recognise the use of 'concrete' and stimulating learning experiences as key strategies in moving young children's learning on.
- Assessing children's learning through observations and interactions.

### **Managing learning: staffing and partnerships with parents/carers**

- To support colleagues in the planning and delivery of a high quality and challenging learning experiences across the nursery.
- To Model outstanding practice within the nursery environment.
- To establish close parental links.
- To liaise with other settings at the point of transfer.

### **Contribute to strategic development**

- To contribute in writing to the Self Evaluation Form (SEF) and School and Children's Centre Improvement Plan (SCIP) on a yearly basis.
- To lead on an element of the SCIP.
- To lead in developing the learning environment so that it reflects a high quality, challenging and stimulating learning opportunities.
- To advise the Headteacher, Governors and other stakeholders on school, local and national SEND+D and other inclusion issues.
- To attend all INSET days
- To actively contribute to the Leadership Team, demonstrating a clear outward looking, reflective and progressive approach in moving the school forward.
- To address any other such duties as may be deemed necessary that is commensurate with this post.

### **Values and behaviour**

The 0.6 teacher will make the education and substantive progress of the children at Wentworth Nursery School and Children's Centre their first concern, and are accountable for achieving the highest possible standards in their work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Teachers must have proper and professional regard for the ethos, policies and practices of Wentworth Nursery School and Children's Centre, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Teaching Standards**

In accordance with the Teacher Standards (2013); all teachers will:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Job title:	<b>0.6 Nursery Teacher: Inclusion Teacher</b>
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**Person Specification**

	Essential	Desirable
<b>Qualifications</b>	✓	
Qualified Teacher Status, and post qualifying experience in teaching 3 – 5 year olds.	✓	
<b>Experience</b>		
Experience of working with birth – 5 year olds	✓	
<b>Knowledge</b>		
Knowledge of the Foundation Stage Early Years Curriculum	✓	
To have a sound knowledge of current practice and approaches such as PECS (Picture Exchange Communication System) and experience in establishing them within a school	✓	
Knowledge and experience of being a SENCo	✓	
Knowledge of current legislation relating to Special Educational Needs and Disabilities and how it impacts on schools	✓	
Knowledge of pedagogy and research in moving young children’s learning forward.		✓
Knowledge of appropriate safeguarding procedures within schools.	✓	
Knowledge and ability of leading learning using ‘sustained shared thinking’.		✓
Knowledge and experience in using a forest school approach in developing young children’s learning		✓
Knowledge and experience of being a key-person to young children		✓
Knowledge and experience in conducting performance management		✓

<b>Dispositions:</b>	✓	
To be empathetic to parental concerns and have the capacity to empower parents in enabling their child to make substantive progress in their learning.		
<b>Skills</b>	✓	
Ability to provide a high quality challenging curriculum for children within the Foundation Stage Curriculum	✓	
Ability to use ICT equipment effectively and efficiently	✓	
Ability to lead staff meetings and provide training within a school	✓	
Ability to strategically lead in the development of curriculum areas within the Foundation Stage under the direction of the Head Teacher	✓	
Ability to ensure that all children with Special Needs gain full access to the curriculum and thereby make substantive progress in their learning.	✓	
Ability to be flexible and lead a multi – disciplinary team drawing upon the complimentary skills of other team members.	✓	
Ability to use ones initiative and work to deadlines in a calm and effective manner	✓	
Ability to be pro-active in planning for the needs of children	✓	
Ability to document children’s learning, including the writing of Educational Health Care Plans and make effective assessments in order to move young children’s learning on.	✓	
Ability to monitor groups of children and identify strategies to move children’s learning on including children who have SED+D, EYPP, and EAL as well as any other key groups as identified within the school	✓	
A commitment to valuing diversity and challenging discriminatory actions or behaviours of other officers and service users.	✓	
To promote and support a culture of continuous improvement, by initiating ideas, and responding to National initiatives	✓	
Excellent communication literacy and numeracy skills.	✓	

Writes clearly and succinctly and conveys key information effectively

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