

West Malling CE Primary School, and The McGinty Speech and Language Centre

Teacher in charge of the SRP Job Description – December 2020

Post Holder:		
<i>The description of the duties, responsibilities and accountabilities for the post of Teacher with a responsibility area at West Malling CE Primary School have been set out in this job description.</i>		
Responsibility Areas	Teacher in charge of Specialist Resource Provision for Speech and Language	
Accountabilities	A	General duties relevant to all members of staff
	B	Undertaking responsibilities as a teacher
	C	The leadership, day-to-day management, tracking of progress and high standards of the Specialist Resource Provision
Accountable to	Headteacher	
Main Duties	See attached information for detailed duties and responsibilities	
Signed		Date:
Signed		<i>Headteacher</i>

A - General duties relevant to all members of staff

To promote the mission, vision and aims of West Malling CE Primary School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and Staff Handbook and contribute positively to your own appraisal, and line management.

Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the schools ICT and safety policy.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

West Malling CE Primary School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the current guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by West Malling CE Primary School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).

B: Undertaking responsibilities as a teacher

Take responsibility for the education and welfare of a designated group of pupils in accordance with the requirements and conditions of the School Teachers' Pay and Conditions document. Lead by example as an enthusiastic, efficient and highly effective teacher as set out in the DfE Teacher Standards:

To make the education of your pupils your first concern, and are accountable for achieving the highest possible standards in work and conduct. To act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as teacher up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of all pupils.

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Be committed to celebrating children's successes and presenting their work through high quality displays, exhibitions etc.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- Work with colleagues to maintain and raise standards, attending and leading staff meetings as required

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; disadvantaged pupils, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Provide written reports for internal use, external agencies and parents as required
- Undertake shared duties of supervision of pupils during break times and before and after school
- Make full use of Performance Appraisal opportunities

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- *Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*
 - *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position*
 - *having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions*
 - *showing tolerance of and respect for the rights of others*
 - *not undermining fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
 - *ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.*
- *Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, 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.*

C: The leadership, day-to-day management, tracking of progress and high standards of the Specialist Resource Provision (The McGinty Speech and Language Centre)

To manage and develop our specialist resource provision (Speech and Language and Communication Needs) within the school, ensuring not only the successful development of pupils with SLCN but also the integration of these pupils into the whole school.

Direction and Development of the Specialist Resource Provision (with the support of, and under the direction of, the head teacher and Inclusion Leader)

- To further develop and manage this specialist resource provision within the school, with regard to the Core Standards for SEND (all 4 outcomes, not exclusively particularly C&I)
- Ensure the Health and Safety of pupils at all times
- To manage the provision of effective learning by planning lessons for individual children and groups of children
- Develop support strategies for pupils in the provision including self-regulation behaviour support strategies, in line with, and additional to, as appropriate, whole school policy and provision plan strategies.
- Work closely with all SEN staff attached to the provision and within the school, to provide training, support, advice and guidance as required, as well as beyond our Academy, as appropriate, to further the reach of the specialism (e.g. welcome SenCos, teaching and non-teaching support staff from other schools to observe practice, to liaise and share resources; to support and mentor students on work placements/Altius training schools group)
- To work in close liaison with Senior SEND Provision Evaluation Officer /SLCN lead (LA SEN Monitoring and Inclusion Team) including feeding back the outcomes of SRP Steering Group and LA Panel meetings, arranged and chaired/attended.
- Promote positive links and understanding between pupils within the mainstream classes and the specialist provision, including the development of social and nurture groups (eg Circle of Friends)
- Work collaboratively with a broad range of professionals, parents, voluntary and other agencies to ensure that the school and provision and its pupils have access to all opportunities in the field of SLCN support
- To ensure that a detailed system of monitoring and evaluation of pupil progress is established and implemented and that pupils' records and Provision Plans are current and accurate
- To ensure that the provision meets the statutory requirements of the SEN Code of Practice and that school policies relating to special educational need and inclusion operate effectively, including organising and leading educational and annual reviews of pupils' progress
- To play an active role in the school, take on a leadership role as a member of SLT and to have a responsibility area
- To identify continuous professional development needs for you as the teacher in charge of the provision and all the support staff for whom you have responsibility for line management and performance development
- Liaise regularly with parents to update them on the progress, development of their child and support their understanding of their children's personalised needs and potential trajectory, sharing high aspirations whilst managing expectations
- Support the SLT with the selection and induction of new staff
- As part of whole school responsibilities, in close partnership with the inclusion manager, to ensure that teaching and support staff in the main school have appropriate training to support awareness of additional needs as necessary
- Ensure the Health and Safety of pupils at all times
- Liaise with and visit other primary schools and pre-school provision jointly with the specialist Speech and Language Therapist to assist in the identification of pupils to whom a place in the

provision may be offered and to jointly scrutinise supporting papers for SRP placement consultation requests on behalf of the governing body with Specialist SaLT colleagues, advising the LA re reasons for formal responses

- Liaise with other schools when pupils are transiting onto the next stage of their education, including to arrange Transition meetings
- Arrange a gradual and structured transition programme for pupils who have been offered a place in the provision, or who are transitioning out to alternative provision
- Ensure that the Headteacher, SLT and Governors are well informed about policies, plans, priorities and targets for the SRP and that these are properly incorporated into the school improvement plan.
- Ensure that pupil, parent and colleagues staff team voices are requested, recorded and shared with the Steering Group
- Undertake other duties as requested by the Headteacher commensurate with the position
- To engage with Continuous Professional Development (CPD) relevant to your role as a Lead Teacher including engaging with a Post Graduate Qualification in the need type within two years of appointment.