



## Teacher Job Description and Person Specification

Title of Post	Second in Inclusion - Teacher (MPS / UPS)
Reporting to	Head of SENCO

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions document

Job descriptions are subject to review and amendment. This job description may be amended at any time following discussion with the Headteacher and is to be reviewed periodically. Expected "standards" to be reached and maintained are clearly defined within the school's Performance Appraisal (PA) documentation and should be referred to regularly for further clarification and specific detail.

<b>Purpose of Post</b>	
	<ul style="list-style-type: none"> <li>• To assist the Inclusion Coordinator (SENCO) in leading and managing the provision for students who are vulnerable in their learning</li> <li>• To deliver high quality interventions including literacy and numeracy</li> <li>• To support the Inclusion Coordinator in leadership and management of the team</li> </ul>

<b>Particular Responsibilities</b>	
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Work alongside the Inclusion Coordinator to develop effective provision for students who are vulnerable in their learning</li> </ul>
	<ul style="list-style-type: none"> <li>• Support the Inclusion Coordinator in the day to day management of the Inclusion Team working closely with Heads of Year</li> </ul>
	<ul style="list-style-type: none"> <li>• Work with the Inclusion Coordinator to promote an inclusive curriculum and ethos within the school</li> </ul>
	<ul style="list-style-type: none"> <li>• Deputise for the Inclusion Coordinator as required</li> </ul>
	<ul style="list-style-type: none"> <li>• Lead the school's Access arrangements</li> </ul>
	<ul style="list-style-type: none"> <li>• Carry out lesson studies with staff and run staff drop-in sessions</li> </ul>
<b>Leading Provision for Cognition and Learning</b>	<ul style="list-style-type: none"> <li>• Work with the Literacy Coordinator and Head of English to develop literacy support for students with SEND</li> </ul>
	<ul style="list-style-type: none"> <li>• Liaise with parents of Inclusion students as required and provide information sessions for parents.</li> </ul>
<b>Student Progress</b>	<ul style="list-style-type: none"> <li>• Oversee and monitor the records of all students on the Inclusion Register</li> </ul>
	<ul style="list-style-type: none"> <li>• Lead 'Hints &amp; Tips' reviews for students on the Inclusion Register</li> </ul>
	<ul style="list-style-type: none"> <li>• Work alongside the Head of Years to support transition of all vulnerable students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Running targeted intervention for selected students across the key</li> </ul>
	<ul style="list-style-type: none"> <li>• Support the monitoring of the effectiveness of intervention and support plans</li> </ul>

## Main (Core) Duties

### Teaching and Learning

- Carry out teaching duties in accordance with the school's schemes of work and defined in the National Curriculum
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy
- Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility)
- Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible
- Set targets for student attainment levels (using prior data provided)
- Set work for students absent from lessons in line with the school's behaviour and teaching policies
- Within the PM framework, work towards or maintain the teaching standards applicable (see documentation in PM material)

### Assessment and Recording

- Record attainment and effort marks, homework set, student attendance and lesson plans
- Mark and return work (using the school's marking and assessment policy) on a regular basis and at least once every 2 teaching weeks. Marking should include feedback for improvement and progress for each student
- Provide assessment reports when periodically required with the school's assessment cycle and additional "round robin" reports when specifically requested
- Ensure that suitably adapted material and learning pathways are provided to challenge all students, regardless of their ability

- Liaise with parents on students' progress using the school diary system, letters, telephone and consultation evenings where reasonable and appropriate
- Work within the code of practice relating to special educational needs

### Professional Standards

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's prescribed sanctions and rewards procedures
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PA documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow
- As a consequence of the PA cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training (refer to "Investors in People" documentation for more detailed information)
- Attend team and staff meetings as appropriate, contributing actively whenever possible

### Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
- This position will also involve taking on other appropriate roles and duties as and when directed by the Headteacher

### Person Specification

Our person specification is underpinned by our educational philosophy. This centres around a shared view that a child's starting point should not define their destiny and an understanding of, and belief in, the difference that school can make.

The successful candidate will share a commitment to:

- our core values of respect, trust, honesty and hard work
- high standards of academic achievement for all students
- first class pastoral care, support and guidance
- developing the experiential element of school life to ensure that students leave our school as well-rounded individuals ready to take their place in the world

	Essential	Desirable
Qualifications	QTS	<ul style="list-style-type: none"> <li>● Good Honours Degree</li> <li>● Further professional qualifications</li> </ul>
Knowledge and Skills	<ul style="list-style-type: none"> <li>● Knowledge of the National Curriculum</li> <li>● Able to use a range of strategies to promote learning</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of how to use data to inform planning and improve students' performance</li> </ul>

	<ul style="list-style-type: none"> <li>● Able to manage and encourage good behaviour</li> <li>● Able to develop positive and meaningful relationships with students</li> <li>● Able to make appropriate use of ICT for learning</li> <li>● Understanding of how to use data to inform planning and improve students' performance</li> <li>● Understanding of a range of assessment for learning approaches, including grades where appropriate</li> <li>● Able to communicate with students, parents and carers about students' progress</li> <li>● A willingness and commitment to contribute fully to the extra-curricular programme</li> </ul>	<ul style="list-style-type: none"> <li>● Able to develop best practice through wide range of imaginative approaches</li> <li>● Able to create an excellent climate for learning within teaching area</li> <li>● Able to engage with developments in teaching and learning strategies to raise achievement</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>● Enthusiasm</li> <li>● Team-working skills</li> <li>● Reliability and Integrity</li> <li>● Personal Organisation</li> <li>● Flexibility</li> <li>● Integrity</li> </ul>	<ul style="list-style-type: none"> <li>● Strategic Planning</li> <li>● Motivational Skills</li> <li>● Willingness to take on delegated responsibility</li> <li>● Interest in new developments and challenges for the subject</li> <li>● Innovative and creative approach to all aspects of the job role</li> </ul>

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council's pre-employment checks.

Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

This role description may be modified by the Headteacher to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school.

This role description will be reviewed every 3 years or sooner, if required.