

Somerset Nursery School

Job Description

EYFS Class Teacher and Special Educational Needs Co-Ordinator (SENCO)

JOB TITLE	EYFS Class Teacher and Special Educational Needs Co-Ordinator (SENCO)
JOB PURPOSE	To take responsibility for a EYFS class and for coordinating the work of colleagues and policies in order to promote effective teaching and learning for pupils. To be aware of provision in the Local Offer and work with professionals to ensure children with SEND receive appropriate support and high quality teaching. To provide professional guidance and work closely with staff, parents and carers, and other agencies
ACCOUNTABLE TO	Headteacher

KEY ACCOUNTABILITIES

STRATEGIC DIRECTION	<ul style="list-style-type: none"> ❖ To develop and implement subject policies, plans, targets and practices within the context of the school's aims and policies ❖ Lead the strategic vision for SEND and be instrumental in planning for continual improvement
TEACHING AND LEARNING	<ul style="list-style-type: none"> ❖ To secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupil's achievements & assess, review and set targets for improvement
LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> ❖ To provide for all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain, motivate and secure improvement in teaching and learning ❖ To lead, manage and work collaboratively with pupils and other adults and colleagues
DEPLOYMENT OF STAFF AND RESOURCES	<ul style="list-style-type: none"> ❖ To oversee efficient and effective deployment of staff ❖ To identify resources for the subject and ensure that these are used efficiently, effectively and safely

KEY TASKS

STRATEGIC DEVELOPMENT OF THE SUBJECT	<ul style="list-style-type: none"> ❖ Coordinate provision for inclusion and SEND; overseeing the day to day operation of the school's Inclusion and SEND policy and coordinating the contribution of external agencies ❖ Develop and implement policies and practices for the subject (EYFS and SEND) which reflect the school's commitment to high achievement, effective teaching and learning ❖ Create a climate that enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it ❖ Use observation, assessment and data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils, with regular reviews ❖ Ensure effective systems of communication, including feedback, to establish a clear, shared understanding of the importance and role of the subject in order to plan and support next steps in learning ❖ Up-to-date knowledge of National and local initiatives which may impact upon policy and practice ❖ Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods ❖ Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which: <ul style="list-style-type: none"> ✓ contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment ✓ are based on a range of comparative information and evidence, including in relation to the attainment of pupils ✓ identify realistic and challenging targets for improvement in the subject ✓ are understood by all those involved in putting the plans into practice ✓ are clear about action to be taken, timescales and criteria for success ❖ Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
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**TEACHING AND
LEARNING**

- ❖ Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs
- ❖ Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- ❖ Provide guidance on the choice of appropriate teaching and learning methods, differentiated to meet the needs of the subject and of different pupils
- ❖ Ensure effective development of pupils' mental health and wellbeing, and characteristics of effective learning, through the subject
- ❖ Implement policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- ❖ Ensure that information about pupils' previous achievements is used effectively to plan for future learning, in order to secure good progress in the subject
- ❖ Oversee and monitor the quality of observations, record keeping and IEPs
- ❖ Have a clear view of standards and expectations of the subject and how these are being achieved
- ❖ Ensure the curriculum, teaching and learning environment promotes high expectations and matches the needs of the children
- ❖ Lead and oversee interventions for SEND pupils where appropriate
- ❖ Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- ❖ Review IEPs with parents and teachers and agree and communicate new targets
- ❖ Lead EHCA, EHCP Review meetings and TAC or TAF meetings for pupils with SEND as required
- ❖ Be up-to-date with local and National resources and actively support parents to access additional support, services and funds
- ❖ Liaise with other early years providers, schools, health and social care and independent and voluntary bodies
- ❖ Liaise with potential next providers of education to ensure pupil and their parents are informed about options and a smooth transition is planned

LEADING AND MANAGING STAFF	<ul style="list-style-type: none"> ❖ Promote an atmosphere of inclusion and a commitment to high quality, inclusive differentiated teaching, by all teachers, for all pupils. Including differentiated teaching and learning strategies to support SEN pupils' learning in class ❖ Advise on graduated approach to providing SEND support ❖ As directed by the Headteacher, manage effectively all staff connected with inclusion ❖ Help staff to achieve constructive working relationships with pupils ❖ Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability ❖ Sustain their own motivation and, where possible, that of other staff involved in the subject ❖ Appraise staff as required by the school policy for performance management and use the process to support the development of personal and professional effectiveness ❖ Support the Headteacher in auditing training needs of subject staff ❖ Lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations ❖ Lead INSET regularly and where appropriate ❖ Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction ❖ Work with other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work to pupils' needs ❖ Liaise with parents of children with SEND ❖ Update Data as required and provide regular information to the Head, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review ❖ Undertake such duties that may be required from time to time at the request of the Headteacher
EFFICIENT DEPLOYMENT OF STAFF AND RESOURCES	<ul style="list-style-type: none"> ❖ Establish staff and resource needs for the subject and advise the Headteacher of likely priorities for expenditure ❖ Advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise ❖ Ensure the effective, efficient management and organisation of learning resources, including information and communications technology ❖ Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school ❖ Use accommodation to create an effective, accessible and stimulating environment for the teaching and learning of the subject ❖ Ensure that there is a safe working and learning environment in which risks are properly assessed
SAFEGUARDING AND CHILD PROTECTION <ul style="list-style-type: none"> ❖ To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and documents such as; 'Working Together to Safeguard Children and Young People' and 'Keeping Children Safe in Education' in relation to child protection and safeguarding, as this applies to the worker's role within the organisation.. ❖ To be aware who the Designated Lead is for Safeguarding (DSL) in the school and who the Deputy Designated Leads are and report any concerns appropriately and in a timely fashion to the DSL. ❖ To have due regard for safeguarding and child protection and promoting the welfare of children and young people. To follow the child protection policies and procedures adopted by the Governing Body. ❖ Attend Safeguarding and Child Protection training as appropriate and when requested to do so. 	