**Girls’ Day School Trust: Job Description**

|  |  |
| --- | --- |
| **Role** | **Learning Enhancement Coordinator (Senior School)**  **(0.7 FTE)** |
| **Job Purpose** | * To work closely with the Head, SLT and colleagues in the strategic development of the school’s Educational Support policy (SEND), taking account of the GDST’s central SEND policy and guidance. * To be responsible for the day to day monitoring progress and provision of the school’s Educational Support (SEND) policy and coordination of educational support and special needs activity; the aim of which is to increase staff awareness of ES (SEND) issues and to raise ES (SEND) pupil achievement. * To oversee provision for pupils with any additional learning needs including the most able pupils |
| **Accountable to:** | The Head via the designated line manager (Deputy Head Pastoral Care and Guidance) |
| **Responsible for:** |  |
| **Accountabilities**  **(in addition to those required of a qualified teacher)** | 1. **Policy/Strategic direction and development**   a. Have responsibility for the SEND policy and input into  the Academic and Accessibility Policies in relation to specific learning needs.  b. Be responsible for ensuring changes in legislation and current research are reflected in the school’s SEND policy / provision.  c. Provide regular information to the Head and Deputy Head on the evaluation of the school’s SEND policy / provision and make recommendations for future developments.   1. **Leadership & management of others**     1. Promote a positive profile of the Learning Enhancement Department to staff, pupils, parents and the wider community.    2. Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.    3. Line manage the Junior School SEN teacher and the EAL coordinator 2. **Teaching and learning**     1. Carry out screening and assessment procedures; collect and interpret specialist assessment data for SEND pupils to inform practice.    2. Work with the Head, Deputy Heads and staff to develop effective ways of bridging barriers to learning through:       1. Assessment of needs       2. Monitoring of teaching quality and pupil achievement       3. Target setting e.g. IEPs or Provision Maps       4. Developing a recording system for progress.    3. Work with the Head, teachers, Heads of Year and other pastoral staff to ensure all pupils’ learning is of equal importance and that there are realistic expectations of pupils.    4. Consider the range of teaching strategies / equipment that could be utilised for pupils with specific learning needs and ensure the most effective are employed.    5. Support the identification and dissemination of the most effective teaching approaches for pupils with a range of learning needs. This may include seeking external guidance and support for pupils.    6. Undertake day to day coordination of pupils’ learning needs and provisions through close liaison with staff, parents and external agencies. 3. **Communications**     1. Ensure communication of individual pupil assessment, effective teaching strategies and pupil progress to all appropriate staff and parents as required.    2. Encourage a two-way dialogue with school staff to ensure the learning needs of all pupils, including SEND and possible SEND pupils, are best supported    3. Establish and maintain a productive dialogue with parents via parent consultations, open days and other public occasions as directed.    4. Act as a point of reference/contact point with regard to national regulations on arrangements for pupils with special needs in external tests / examinations, and ensure that the requisite information is passed on to the Examinations Officer to ensure that appropriate access arrangements are put in place.    5. Liaise with SENCOs in feeder/receiving schools to ensure the best interests of SEND pupils are protected at key transition points.    6. In consultation with the Head and SLT maintain a directory of appropriate ‘specialists’ and outside agencies, able to provide local support, and liaise with these agencies effectively as appropriate. 4. **Training & development of self and others**     1. Advise on and contribute to the professional development of staff, including whole school INSET provision    2. Regularly review own practice, set personal targets and take responsibility for own development. 5. **General administration**   a) Maintain the school’s Educational Support List (register of SEND pupils) and collate and update related records, ensuring they are available for reference with due consideration for confidentiality**.** |
| **General requirements** | All school staff are expected to:   1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan. 2. Contribute to the school’s programme of extra-curricular activities. 3. Support and contribute to the school’s responsibility for safeguarding students. 4. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors 5. Work within the GDST’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. 6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. 7. Engage actively in the performance review process. 8. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars. 9. Undertake other reasonable duties related to the job purpose required from time to time. |
| **Review and Amendment** | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

**Example Person Specification**

**Skills Required**

|  |  |
| --- | --- |
| Communication skills: to be clear and diplomatic with pupils, parents and staff.  To possess the qualities of understanding, empathy and the ability to generate trust in others | Essential |
| Leadership and management skills: the ability to lead others consistently towards the best outcomes for children | Essential |
| Organisational skills: the ability to prioritise, multi task and be flexible | Essential |
| Decision making skills: making judgments to solve problems and make decisions | Essential |
| A passion and understanding for young people and their needs | Essential |

**Knowledge Base**

|  |  |
| --- | --- |
| Excellent professional knowledge and understanding | Essential |
| Comprehensive knowledge base of SEND needs in general. | Essential |
| Knowledge required to analyse assessment data. | Essential |
| Knowledge of differentiation and alternative teaching strategies. | Essential |
| Understanding of (or willingness to gain knowledge) English as an additional language | Essential |

**Qualifications/Attainment**

|  |  |  |
| --- | --- | --- |
| Qualified teacher status |  | Essential |
| A recognised qualification in at least one area of SEND (e.g. Dip.Spd, AMBDA, MA in Education) |  | Desirable |

**Experience**

|  |  |
| --- | --- |
| Experience as a subject teacher covering all abilities and ages | Essential |
| Experience of teaching pupils with SEND | Essential |

**Attitude/approach**

|  |  |
| --- | --- |
| Ability to enthuse children and adults | Essential |
| A positive attitude and approach to change and development | Essential |
| Flexible and firm with the ability to know when to be either | Essential |
| Enjoy rising to the challenges inherent in a school environment | Essential |
| Lifelong learner | Essential |

Hours: 0.7 FTE (exact hours by agreement with the Deputy Heads)

Scale: PL2 pro rata