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## Job Description

**School: Ambler Primary School and Children's Centre**

**Position: Early Years Phase Lead and Sendco**

**Grade: Main Pay Scale – Upper Pay Range**

**Department: Ambler Primary School and Children's Centre**

**Managed by: Children's Centre Lead**



In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

### PURPOSE OF THE POST

- To lead the staff across the phase to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils
- To lead on the development of SEND provision across the Early Years, to ensure effective inclusion for children with special educational needs and disabilities (with the support of, and under the direction of the Headteacher, Inclusion Lead and CC Lead)
- To play a key role in the strategic direction and development of SEN Provision in the School (with the support of, and under the direction of the Headteacher and Inclusion Lead)
- To promote the vision, culture and ethos of the school

### MAIN DUTIES AND AREAS OF RESPONSIBILITY

#### Early Years Phase Leader

#### **Leading, developing and enhancing the teaching practice of others:**

- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Lead staff in planning, teaching and evaluation of teaching to raise standards – both formally and informally
- Provide guidance to staff in marking and assessment for learning and standards expected
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- To support colleagues to create a stimulating environment for learning
- Lead high quality CPD
- Contribute to appraisal

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### Leadership Responsibilities

- Lead and manage staff in the phase
- To enable all teachers to achieve expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities
- Organise regular phase meetings to ensure good communication and consistency in practice
- Update teachers of changes to school policy and ensure they are implemented
- Organise materials for, and co-ordinate Assessment weeks
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the Phase
- Assessment and Monitoring
- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy
- Provide feedback to teachers and disseminate examples of excellent planning and teaching
- Organise and lead meetings with staff to ensure continuity and progression of pupils' learning is maintained across the phase
- Monitor standards within the phase, analysing data from school tracking systems, and use this information to action required support – including setting targets for continuous improvement

### Early Years SENDCo

- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan
- Ensure that awareness of SEND issues is maintained across all of the teaching and support staff
- Provide and arrange high quality CPD opportunities for staff
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning
- Observe children and staff within the classroom environment in order to identify needs, monitor provision and provide support (this may be through leading targeted interventions)
- Monitor the quality of SEND support delivered both by teachers and teaching assistants
- Build relationships with parents to identify and support children with SEND, an Education, Health and Care Plan (EHCP) as well as wellbeing needs
- Support and maintain the SEND register of pupils
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Secure additional funding for children with additional needs as appropriate and in a timely manner
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Manage and supervise the work of support staff

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## General

- Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy
- Undertake decision making and policy development across the school
- Lead team in ensuring effective communication with parents/carers, SLT, governors, school and wider community
- Attend and contribute to SLT meetings
- Promote good behaviour around the school and support colleagues in promoting good behaviour
- Show a commitment to work outside directed time when required
- Contribute to the vision and activities of the School
- Contribute to and provide evidence for the SEF
- Contribute and lead on specific areas of the School Improvement Plan
- Implement and develop key initiatives across the school as required
- Engage in continued professional development, including whole school programmes of INSET and individual training, which regularly updates relevant personal skills and knowledge

## Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

## Person Specification

The person specification outline the skills, knowledge and experience required to carry out the job. It has been used to frame the advert and will be used to select candidates for this post.

You should demonstrate on your application form how you meet each of the following criteria. Please ensure that your address each criteria as this will be used to assess your suitability for the post.

<b>POST TITLE</b>	<b>Early Years Phase Lead and Sendco</b>
<b>GRADE</b>	<b>Main Scale to Upper Pay Range plus TLR 2.1 and SEN Allowance</b>
<b>DEPARTMENT</b>	<b>Ambler Primary School</b>

REQUIREMENTS		
<b>Education and Experience</b>		<b>A/I/T*</b>
E1	Qualified Teacher Status	<b>A/I</b>
E2	Has completed the NASENCo Qualification (or is prepared to complete this within the first year)	<b>A/I</b>
E4	Has Early Years and Teaching experience	
E3	Can demonstrate evidence of successful leadership and management experience	<b>A/I</b>
E4	Has experience of meeting the needs of all children, including those with learning, behavioral and emotional needs	<b>A/I</b>
E5	Evidence of continuing and recent professional development relevant to the post	<b>A/I</b>
D6	Experience of working with children 0-3 years	<b>A/I</b>
<b>Knowledge, Skills and Ability</b>		
E6	Ability and willingness to promote the school's aims and the positive culture and ethos.	<b>A/I/</b>
E7	Proven experience of raising standards for all pupils, including underachieving pupils including good understanding and use of assessment, including target setting and tracking	<b>A/I/</b>
E8	The knowledge and understanding of current theory and best practice in learning and teaching in the early years	<b>A/I/</b>
E9	Experience of promoting positive behaviour conducive to learning, focused on raising standards.	<b>A/I/</b>
E10	Clear understanding of data analysis and the important impact this can have on achievement and attainment	<b>A/I/</b>
E11	Able to develop others through the delivery of high quality CPD and support	<b>A/I/</b>
E12	Knowledge of relevant legislation, in particular the SEN Code of Practice equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without.	<b>A/I/</b>

E13	Knowledge of the range and type of interventions available and be able to appropriately apply these in the context of the school's resources and the individual child	A/I/
E14	Knowledge of current educational issues and their relationship to inclusion	A/I/
E15	Has excellent subject knowledge and is able to use this to develop and innovate the school curriculum	A/I/
E16	Good understanding of the role of parents and the community in school improvement and how this can be practised and developed	A/I/
E17	Excellent written and oral communication skills	A/I/
E18	Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families well-being	A/I/
E19	Ability to form and maintain appropriate relationships with children and young people	A/I/
E20	To promote the safeguarding of children	A/I/
<b>Personal Qualities and Abilities</b>		
E21	Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary with sensitivity	A/I/
E22	Is approachable and can demonstrate excellent interpersonal skill	A/I/
E23	Can demonstrate a personal commitment to the inclusion and wellbeing of all pupils	A/I/
E24	Able to lead 'change' effectively and sensitively	A/I/
E25	Is resilient, and can demonstrate an ability to work well under pressure	A/I/
E26	Is reflective practitioner with a solution-focused mindset and a determined "no-excuses" approach to raising standard	A/I/
<b>Commitment to Equal Opportunities</b>		
E27	An ability to bring a lively, creative, good-humored approach to their work	A/I
E28	Ability to adhere to the Council's Dignity for All policy.	A/I
E29	Understanding of equality of opportunity issues and how they can be effectively addressed in schools	A/I
<b>Special Requirements of the Post</b>		
E30	This role will require you to obtain an Enhanced satisfactory clearance from the Disclosure and Barring Service formally known as the Criminal Records Bureau (CRB).	E
<b>E = Essential D= Desirable</b>		
<b>*Assessed by: A = Application I = Interview T = Test</b>		