



**St Vincent's Catholic  
Primary School**

*To love, serve and learn as Jesus shows us*

## **Key Stage 2 Designated Provision Teacher – Job Description**

<b>Post title:</b>	Designated Provision Teacher
<b>School:</b>	St Vincent's Catholic Primary School Finlay Avenue, Penketh, Warrington
<b>Salary and grade:</b>	M3 – UPS3 + SEN allowance
<b>Reports to:</b>	Executive Headteacher and Head of School
<b>Supervisory responsibility:</b>	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

### **Main purpose of the job:**

- Be responsible for the learning and achievement of pupils within the Designated Provision to ensure they make good progress in all aspects of their learning
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration, communication and partnership with parents/carers and external professionals in the best interests of pupils
- Lead a small team of staff (TAs) working in the Designated Provision classroom
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school Duties and responsibilities

### **Catholic Ethos**

- To maintain, promote and contribute to the Catholic Ethos of the school and the development of the life of the school in accordance with the school's Mission Statement, Aims and Objectives.
- To attend, take part in and lead acts of collective worship in accordance with the school's policy
- Provide Religious Education in accordance with the school's and Archdiocese guidelines
- Actively support the school's corporate policies relating to equality and diversity, inclusion, health and safety and well-being.

## **Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current School

Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### Demonstrate professional values and practice

- Have high expectations and treat all pupils with respect
- Communicate sensitively and effectively with parents, carers and other professionals
- Work within the statutory frameworks relating to teachers' responsibilities
- Improve your own teaching, and take responsibility for your own professional development, including specialist training related to the designation of the DP: Communication and Interaction

### Knowledge and understanding

- Be confident and authoritative in the subjects you teach and have a clear understanding of how all pupils should progress and what you expect pupils to achieve
- Understand the values, aims and purposes and the teaching requirements set out in national and local guidance and your responsibilities as a teacher which arise from them
- Know and use a range of intervention strategies appropriate for pupils with SEND (Communication and Interaction needs)
- Know and understand how to promote good behaviour and establish a purposeful learning environment
- Know how to develop and personalise behavioural plans and strategies to meet the needs of individual children.

### Teaching: Planning, expectations and targets

- Set challenging teaching and learning objectives which are relevant to all pupils you teach
- Plan lessons, and sequences of lessons, taking account of pupils' varying needs so that all children can make good progress.
- Develop a critical understanding of teaching, learning and behaviour management strategies and how to select, use and adapt approaches to remove barriers to participation and learning for pupils with SEND and/or disabilities
- Select and prepare resources, and plan for their safe and effective organisation
- Support developments and initiatives to improve standards in English and mathematics as well as access to the wider curriculum
- Understand the potential of new technologies to support communication, teaching and learning for pupils with SEND and/or disabilities
- Plan and manage the deployment of additional adults who support pupils' learning
- Develop systems for additional adults to monitor and record progress made by pupils in the DP
- Provide homework, where appropriate, which consolidates and extends class work and encourages pupils to learn independently
- Complete detailed referrals, reports and assessments linked to Annual reviews or other professional meetings.

- To complete transition meetings and visits for children for children transferring into the provision. To write and implement transition plans for children leaving the provision and deploy staff within classes to support these plans where necessary

#### Teaching: Monitoring and assessment

- Evaluate pupils' progress by assessing, recording and reporting in line with school policy
- Use assessment information to inform your future planning and teaching
- Monitor and assess as you teach, giving constructive feedback to support pupils in understanding, evaluating and improving their own performance
- Ensure that pupils with SEND and/or disabilities are involved, whenever appropriate, in planning, agreeing, reviewing and evaluating the provision made for them
- Support the creation and evaluation of support plans, care plans and Education, Health and Care Plans (EHCPs)
- Develop a critical understanding of approaches, strategies and resources for (assessment) and how to select, use and adapt them to personalise provision and remove barriers to assessment for pupils with SEND and/or disabilities
- Ensure that all staff have a good understanding of and are involved in the process of assessing and reviewing progress for both academic and non-academic subjects.

#### Teaching: Class management

- Establish a purposeful learning environment (inside and outside) where pupils feel valued, safe and confident
- Ensure all pupils make good progress by differentiating your teaching and taking into account their varying interests, experiences and achievements
- Teach clearly structured lessons or sequences of work which interest and motivate
- Employ interactive teaching methods and collaborative group work;
- Promote active and independent learning that enables pupils to think for themselves as well as manage their own learning
- Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline
- Recognise and respond effectively to equal opportunities issues as they arise, using school policy to challenging stereotyped views, bullying or harassment
- Ensure children enjoy themselves and achieve well

#### Parents/Carers

- Know the role and value of families and carers of pupils with SEND and/or disabilities
- Develop strong links and communicate effectively with parents and carers of all pupils, taking account of their views and providing them with timely and relevant information about the achievement, targets, progress and well-being of their children
- To participate in organised parent events as directed by the head teacher
- To be visible and approachable at events where children from the DP are involved

#### Inreach/Outreach

- Where appropriate, work closely with colleagues to facilitate the inclusion of pupils of the DP into some mainstream lessons
- Work closely with staff to facilitate inclusion of children from the DP into mainstream classes where appropriate. And enable children from mainstream classes to access the provision within the DP

- Ensure that, wherever possible, children from the DP have the opportunity to take part in school events such as celebrations and learning trips alongside their mainstream peers who are in the same year group. This will mean proactively liaising with colleagues from other year groups.
- Dynamically risk assess the situations children in your class are part of; including where situations may change. Consistently check that situations are right for your children as you understand their needs best.
- To work collaboratively with colleagues from other schools and share strategies and ideas that are used in your class

#### Multi agency working

- Know the range of organisations and individuals working with pupils with SEN and/or disabilities and their role in providing information, advice and support
- Know the principles of multi-agency working, building a 'team around a child', and the Early Help Framework and how to use it, where appropriate, for pupils with SEND and/or disabilities
- Work closely with team members in the DP to ensure that transition points for the pupils are considered and effective
- Welcome by appointment prospective parents/carers into the DP and explain the work of the class
- Prepare and complete referrals related to pupils in the DP
- Prepare Annual Reviews and other (multi agency) meetings related to the progress and attainment of pupils in the DP
- Work with the SENDCo to ensure high quality provision and consistency of systems

#### Continuous Professional Development

- Proactively engage in the range of professional development opportunities available for staff (including support staff) to improve practice in working with pupils with SEND and/or disabilities
- Participate in specialist CPD / network activities as appropriate

#### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform reasonable duties as requested by the Executive Headteacher or Head of School