



Job Title:	SENCO/Teacher (QTS)
Grade:	Teacher's pay dependent on relevant experience and qualifications plus a SEN allowance.
Reports to:	Deputy Headteacher
Working Pattern:	Term time

Purpose:	To work with all staff, children and families in managing, leading and developing the SEN provision in the nursery. To champion neuro-affirming and attachment-aware practice, ensuring children's differences are understood, respected and supported through responsive environments and emotionally attuned adults.
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Principal accountabilities:

- Have high expectations, and lead by example, in promoting the school's vision, values and aims both within the class and in the wider school
- Make a significant contribution to the development and direction of the nursery in line with the school development plan
- Achieve and maintain an excellent quality of teaching
- Provide analysed assessment data to inform future planning
- Lead and develop inclusive SEND provision across the nursery
- Advocate for neuro affirming practice, recognising children's strengths, identities and communication styles
- Implement the graduated approach as a supportive and relational process
- Support staff to understand and respond to differences in development, such as:
 - Social communication
 - Autism
 - Sensory processing
 - Emotional regulation
 - Attachment and trauma responses
- Undertake such duties as are delegated by the headteacher

Main tasks:

- Fulfil the duties and responsibilities of a teacher in line with the School Teachers' Pay and Conditions Document
- Contribute to the development, organisation and implementation of the nursery's curriculum, ensuring it is coherent, inclusive and responsive to individual children
- Contribute to school policies relating to curriculum, SEND, teaching and learning, assessment, recording and reporting

- Work with Key People to analyse observations and assessment information to support children's progress, inform teaching, and communicate meaningfully with families and leaders
- Ensure continuity of learning and effective progression for all children
- Promote and maintain an engaging, welcoming learning environment that supports play, exploration and inclusion
- Contribute to effective management practice through positive staff participation, communication and agreed procedures
- Participate in appraisal, supervision and professional development processes
- Contribute to staff development, including induction of new staff, early career teachers and students in training or work experience
- Maintain effective, professional working relationships with families, external agencies and partner services
- Support strong communication and partnership with families
- Look for opportunities to invite families, the community etc. into the school to enhance and enrich the school and its value to the wider community
- Develop links with the Local Authority, external agencies and educational settings to support transitions, continuity of learning and curriculum development
- To advise and assist the governing body as required in the exercising of its functions including attending meetings and making reports
- Lead and develop inclusive SEND provision, ensuring practice is neurodiversity affirming, follows the graduated approach and reflects current SEND legislation
- Support and guide staff in inclusive, effective strategies for children with SEND; oversee high-quality assessment, planning, interventions and accurate SEND records (including EHCNAs and EHCPs), and contribute to the strategic development of SEND provision across the school

Promotion of Values

- To be aware of our high profile and uphold our vision, ethos and standards at all times.
- To ensure the promotion of respect for all who work in and use our facilities.
- Demonstrate consistently high standards of personal and professional behaviour in the workplace and ensure that behaviour outside the workplace does not compromise our reputation in any way.
- To put children at the centre of all that is done at and for GNS and FFG.

Accountability

- To ensure that policies are followed effectively.
- To be consistently kind, honest and reflective.
- To be fully compliant with GNS and FFG staff responsibilities.
- To be fully aware of the Safeguarding Children Policy and be alert to signs that a child may be at risk.
- To work according to relevant Equal Opportunities Policies.
- To comply with health, safety and welfare standards at work.
- To manage own workload and plan time effectively, with support when necessary.
- To constantly strive to improve.

Person specification:

Attributes		How Identified
Qualifications & Experience	<p>Qualified teacher status SENCO qualification (NASENCO/NPQSENCO), or willingness to work towards Experience of teaching in the EYFS Experience of leading a team Practice that is usually outstanding and always very good Evidence of partnership working with professionals in relevant agencies and also families Evidence of further training and continuous updating of own skills and knowledge</p>	<ul style="list-style-type: none"> • Application Form • Formal observation • References • Psychometric assessments and feedback discussion • Panel interview • Tasks
Special Knowledge	<p>Considerable relevant experience of the full age ranges from 9 months to five years Detailed knowledge of the EYFS Considerable knowledge of SEND code of practice and SEND systems and processes Knowledge of neurodiversity affirming practice A detailed understanding of Safeguarding and Child protection procedures Ability to analyse data and use it to raise standards</p>	
Disposition, Adjustment & Attitude	<p>Model outstanding practice and engage in self-reflection The ability to review, analyse and evaluate your own and others practice Demonstrate self-awareness and resilience Passion for inclusive early years practice</p> <p>Be inspiring and influential The ability to lead and support colleagues in order to effect change and improve outcomes for children The ability to be persuasive and assertive</p> <p>Be organised, self-disciplined, reliable, conscientious and honest The ability to plan and prioritise a range of regular and irregular tasks within specific deadlines</p> <p>The ability to work effectively as part of a team Able to work skilfully and effectively with others The ability to demonstrate 'emotional intelligence' Be able to be sensitive to colleagues Be able to create a culture which encourages ideas and contributions from others</p> <p>Be able to maintain open communication with children, parents, and staff, fostering a nurturing environment that respects their feelings and needs.</p>	
Practical & Intellectual Skills	<p>Excellent communication, interpersonal, and organisational skills Patience, confidence to manage situations calmly Competent IT skills</p>	
Circumstances & Training	<p>A willingness to undertake flexible work patterns. A willingness to attend training courses as required.</p>	