ST WINIFRED’S RC PRIMARY SCHOOL PRIMARY SCHOOL

JOB DESCRIPTION

**Inclusion Lead (Incorporating Special Education Needs and Disabilities Lead (SENDCO), Mental Health Lead and EAL Lead)**

**ACCOUNTABLE TO:** The Headteacher

The appointment is with the Governing Body of the School as employer under the terms of the Catholic Education Service Contract. It is also subject to current conditions of employment of school teachers, contained in The School Teachers’ Pay and Conditions Document and other current educational and employment legislation.

**RESPONSIBILITIES**

The SENDCO/Mental Health Lead/ EAL Lead will:

* Develop, review and oversee the implementation of the school's SEN strategy and policy
* Produce and update the school Inclusion policy and SEND Information report
* Keep abreast of national and local policies including the code of practice related to SEN and cascade information to colleagues
* Have oversight of the school’s provision for pupils with SEND, EAL and disadvantaged children
* Set up systems for identifying, assessing and reviewing SEND and keeping pupil records, ensuring information is accurate and up to date
* Be aware of different learning difficulties and disabilities which are classified as SEND, and providing equity to each child depending on their own individual needs
* Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND
* Support classroom teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND and EAL
* Support classroom teachers and learning support staff to develop and implement effective teaching and behaviour management approaches in the classroom, providing relevant advice and guidance and signposting them to relevant CPD
* Provide training opportunities for learning support staff and teachers to enhance their practice in meeting the needs of children with SEND/EAL, disseminating good practice across the school
* Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
* Act as a role model to other staff in the implementation of adaptive teaching and inclusive practices
* Formulate and maintain positive relationships with families to ensure that the lived experience of children with SEND and EAL are fully understood by staff
* Write and submit EHCP applications (EHCNAS) according to the need of individual pupils and ensure, when in place, support in adhering to these plans is effective
* Chair annual reviews to provide relevant agencies with updates on the pupils' progression towards targets
* Attend SLT meetings when SEND/ Mental Health/ EAL is an agenda item.
* Challenge under-performance and ensure effective corrective action and follow up strategies.
* Alongside the Assessment Lead, ensure pupils have the appropriate support to access in-school and statutory assessments
* Track and monitor progress of pupils who need additional support, e.g. children with SEND, those who speak EAL, disadvantaged pupils and pupils with low attendance and monitor teaching and learning activities to meet the needs of pupils with SEND and EAL
* Make referrals and liaise with professionals outside of the school within local authorities and health care services, including the Inclusion team, psychologists, speech and language therapists and occupational therapists
* Identify resources needed to meet the needs of pupils with SEND; advise the leadership team of priorities for expenditure and manage the SEND budget.
* Analyse school, local and national data and develop appropriate strategies and interventions and set targets for raising achievement among pupils with SEND and EAL
* Report to the SLT and Governing Body on the effectiveness of provision for pupils with SEND and provide termly reports on strengths and next steps
* Attend relevant CPD such as SENDCO Cluster/ network meetings or EAL lead training and disseminate to staff
* Alongside the classteacher, maintain and monitor records for individual pupils to ensure they are effective in meeting each child’s needs
* Provide support for children with additional needs that may not be on the SEND register, for example for mental-health and well-being, EAL, recently bereaved, parental separation – list not exhaustive
* Complete Early Help Assessment (EHA) documentation and liaise with Stockport Family professionals in order to support families
* Act as Mental Health Lead across school, signposting staff, pupils and families to relevant support mechanisms
* Keep abreast of current strategies and interventions to support pupils with poor mental health

PERSON SPECIFICATION SENDCO/Mental Health/EAL Lead

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|  | **ESSENTIAL** | **DESIRABLE** |
| INITIALQUALIFICATIONS | * 1. Qualified Teacher status.
	2. Willingness to undertake NPQ for SENCO qualification within three years of appointment

<https://www.gov.uk/guidance/special-educational-needs-co-ordinators-national-professional-qualification> | Children’s Mental Health related training or the willingness to undertake this. |
| EXPERIENCE | * 1. teaching at Key Stage 1 or 2
	2. Qualified teacher with experience in the primary sector
	3. Evidence of continuing professional development
	4. Experience of leading a team of teachers on a curriculum/ subject specific initiative
	5. Experience of training other teachers
	6. Experience of setting targets and monitoring, evaluating and recording progress
 | Teaching the whole primary age range;Teaching children with range of SEND |
| PROFESSIONAL KNOWLEDGE, SKILLS AND APTITUDE | * 1. Strategies for adaptive teaching and meeting the needs of children with SEND in a mixed-ability class situation;
	2. The SEND Code of Conduct and its practical application;
	3. Behaviour-management techniques for groups and individuals.
	4. Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills
	5. Good understanding of factors promoting effective transfer of learners from one phase of education to the next.
	6. Good understanding of the principles behind school improvement including, school improvement planning, monitoring, review and evaluation of progress
	7. Empathise with the difficulties of SEND pupils in accepting the curriculum;
	8. Organise and sustain systematic support from a variety of providers for a range of SEND;
	9. Manage the coordination of teaching assistants in support of SEND pupils;
	10. Advise and motivate teaching staff with SEND initiatives;
	11. Present clearly a wide range of specialised information to both educationalists and non-educationalists;
	12. Make consistent judgements based on careful analysis of available evidence.
	13. Good communication skills, both written and oral
	14. Confident in the use of information and communication technology
 | Using comparative information about attainment;Funding-support mechanism for SEND;The EHCP application process and the evidence needed;The roles and responsibilities of educational psychologists and of learning and behaviour support services;Good understanding of the principles behind project management including, planning, monitoring, review and evaluation of progress |
| PERSONAL ATTRIBUTES  | * 1. Willingness to share expertise, skills and knowledge
	2. Sensitivity to the aspirations, needs and self esteem of others
	3. Commitment to team working
	4. Willingness to address challenging issues with clarity of purpose and diplomacy
	5. Baptised Roman Catholic or willingness to support the Catholic ethos of the school
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| OTHER JOB SPECIFIC REQUIREMENTS  | * 1. Ability to work cooperatively within a team
	2. Display warmth, care and sensitivity in dealing with children
	3. Self-evaluative and adaptable to changing circumstances and new ideas
	4. Able to enthuse and reflect upon experience
	5. Willingness to be involved in the wider life of the school
	6. Ability to work flexibly
	7. Ability to prioritise and manage time well
	8. Excellent interpersonal/communication skills
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| SAFEGUARDING & CHILD PROTECTION | * 1. Committed to safeguarding and promoting the welfare of children and young people
	2. Willingness to undergo an enhanced Disclosure and Barring Service (DBS) check is required for all successful applicants
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