

Job Description

Post title	SENDCO
School:	St Mary & St Thomas CE Primary School
Salary and range:	£5,538 TLR allowance
Line manager:	The Headteacher
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of staff within the school relevant to their responsibilities

Purpose of the job: The SENDCo is required to carry out the duties of a teacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.

Overall responsibility

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate

Key Accountabilities

Strategic direction and development of SEND provision in the school – with the support of and working with the Head Teacher to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school improvement plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head Teacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately

Teaching and learning to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teacher to ensure realistic and challenging expectations of pupils with SEND
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND

Leading and managing Staff to:

- Achieve constructive working relationships and establish opportunities for the SENDCo, support assistants and other teachers to review the needs, progress and targets of pupils with SEND

- Provide regular information to the Head Teacher and governors on the effectiveness of SEND provision and outcomes
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff

Parents, the community and extended schools to:

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEND offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources to:

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the Head Teacher and School Business Manager

Additional responsibilities and general requirements – to:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Head Teacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Person Specification

Selection criteria – all are essential except those marked * which are desirable	
Qualifications and experience	1. Qualified Teacher Status
	2. National Qualification for Special Educational Needs Co-ordination or a commitment to study for this award
	3. Proven track record of CPD
	4. At least 3 years successful teaching experience within the primary age range
	5. Evidence of sound knowledge of effective quality first teaching and intervention strategies
	6. Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*
	7. Experience of monitoring and evaluating effective teaching and learning
	8. Proven experience in effective liaison with a range of outside agencies
Professional knowledge and understanding	1. Knowledge and understanding of the expectations within the National Curriculum
	2. Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion and pastoral care
	3. Knowledge of the range and types of interventions available
	4. Confident use of ICT, including classroom technologies
	5. The effective management of provision for SEND
	6. Understanding of child protection procedures and safeguarding children
Abilities and skills	1. Ability to use performance data to inform provision mapping and planning
	2. Ability to lead and manage people to work effectively, both individually and in teams
	3. Produce and update all statutory documents
	4. Ability to deal sensitively with people
	5. Show excellent time and management skills and analyse, prioritise and meet deadlines
	6. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills
	7. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals
	8. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens
	9. Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best
Personal qualities	1. A commitment to inclusive education and a willingness to respond to the needs of all learners
	2. Ambition, energy, enthusiasm, determination and drive to develop your role
	3. Reliability, professionalism and integrity