



# St Mary & St Thomas

Church of England Primary School

Executive Principal: Mrs. Kirsty Tennyson B.Ed (Hons)

Headteacher: Mrs. Lyndsey Lewis BA (Hons), M.A.



## SENDCO & Class Teacher Job Description

Faith Commitment	
To be able to lead school worship	D
To be able to demonstrate ways of developing religious education and worship	E
To be able to demonstrate a commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school	E
Qualifications	
Qualified Teacher status	E
Good degree or equivalent	E
National Qualification for Special Educational Needs Co-ordination or willingness to do so	D
SEND Specific Knowledge, Skills & Experience	
Understand the SEN Code of Practice, including legal requirements and statutory guidance for schools	E
Experience of applying the SEN Code of Practice in school to meet the special educational needs of pupils in all key stages	E
Knowledge of the four broad areas of special educational needs: <ul style="list-style-type: none"> <li>• communication and interaction</li> <li>• cognition and learning</li> <li>• social, emotional and mental health difficulties</li> <li>• sensory and / or physical needs</li> </ul>	E
Knowledge and experience of planning and implementing SEND Support Plans and applying a graduated response to SEND	E
Experience of monitoring the impact of SEND provision including effectiveness of interventions and identifying next steps	E
Manage the co-ordination of additional adults effectively to ensure pupils with SEND make strong progress from their individual starting points	E
Understand the role of external services that support the provision for SEND pupils within schools and work effectively with such partners	E
Ability to lead/ chair SEND meetings for professionals and families	E
Knowledge of services/external agencies to signpost families to that may be able to offer support	E

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Barton Close, St Helens, Merseyside, WA10 2HS

T: 01744 734320

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Lead training and offer support for teachers and teaching assistants to enable them to confidently work with children with a range of special educational needs	E
Analyse and present data relating to pupils with SEND, identifying next steps and evaluating impact	E
Ability to lead by example and ensure all staff are working towards the same vision for pupils with SEND	E
<b>Professional Development</b>	
Evidence of recent professional development relevant to the post of SENDCO	E
Has successfully undertaken appropriate safeguarding training	E
Shape the current and future quality of the teaching profession through high quality training and sustained professional development of all staff	E
<b>Experience</b>	
Significant experience of successful teaching in the primary age phase	E
Evidence of highly effective teaching in at least two key stages	E
Substantial knowledge and understanding of learning and teaching at Key Stage 1	E
Evidence of some leadership experience in the primary age phase	D
To be able to use data, assessment and target setting to raise standards and address weaknesses	E
Responsibility for developing, monitoring and evaluation of some aspects of school provision	E
Experience of working with and developing links with external partners	D
<b>Knowledge and Understanding</b>	
Confident use of ICT skills	E
Knowledge and understanding of data analysis and the ability to use data to set targets for improvement	E
To be able to demonstrate an understanding of strategies required for improving the quality of teaching and learning	E
To be able to demonstrate an understanding of strategies for school improvement and raising standards of achievement	E
Up to date knowledge & understanding of the current national education agenda in relation to EYFS, Key Stage 1 and SEND provision	E
Understanding of how children & adults learn and effectively apply their learning	E

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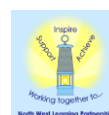
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Understanding of how to support children with additional educational needs across the school, measuring interventions effectively and using the pupil premium to good effect to ensure pupil progress	E
Ability to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E
<b>Leadership Skills and Management Experience</b>	
Lead by example – with integrity, creativity, resilience, and clarity – drawing on their own scholarship, expertise and skills, and that of those around them	E
Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel	E
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes	E
Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care	E
Ability to act as a role model of good classroom practice and model effective strategies for staff	E
Hold all staff to account for their professional conduct and practice	E
Within the school's Christian ethos, ensure a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	E
Measure and manage the performance of staff, as appropriate, addressing any under-performance, supporting staff to improve and valuing excellent practice	D
Effective administration and organisational skills	E
Seek advice and support when necessary	E
Deal sensitively with stakeholders	E
Evidence of successful action planning and delivery	E
<b>Decision-making Skills</b>	
Ability to investigate, resolve problems and make decisions	E
This will include an ability to:	
<ul style="list-style-type: none"> <li>Collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> </ul>	E

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<ul style="list-style-type: none"> <li>Think creatively and imaginatively to solve problems and identify opportunities</li> </ul>	E
<b>Communication Skills</b>	
Ability to communicate clearly and take into account, where appropriate, the views of others	E
Effectively communicate orally and in writing to a range of audiences	E
Negotiate, consult and the capacity to influence others	E
<b>Self Management Skills/ Professional Development</b>	
Evidence of working collaboratively with other schools, organisations and agencies	E
Ability to plan time and organise work effectively	E
This will include an ability to:	
<ul style="list-style-type: none"> <li>Prioritise and manage time</li> </ul>	E
<ul style="list-style-type: none"> <li>Work under pressure and meet deadlines</li> </ul>	E
<ul style="list-style-type: none"> <li>Be self motivating and set personal goals</li> </ul>	E
<b>School Ethos</b>	
An ability and commitment to develop and maintain the ethos of the school in partnership with the Headteacher and senior leadership team	E
Fully supportive of the aims and ethos of a Church school	E
Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development, British Values and equality and diversity	E
Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education	E
<b>Personal Attributes</b>	
Adaptability to changing circumstances and ideas	E
Energy and enthusiasm	E
Reliability and integrity	E
Outstanding interpersonal skills	E
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local Church and wider community as well as external agencies.	E
Excellent attendance record	E

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