

## Carden Nursery & Primary School

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### SENDCo Job description and person specification

#### General duties

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
- Contribute to creating a safe and welcoming learning environment

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### **Teaching and learning**

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

### **Supporting pupils**

- Promote effective home-school links through contact with the pupils' parents about how they can support pupils' progress.
- Identify disadvantaged pupils' barriers to learning in order to design, lead and deliver appropriate intervention strategies.
- Ensure pupils are involved in decision-making for their targets and progress and supported to take responsibility for their own learning.
- Ensure that up-to-date information regarding pupils' support needs and progress is communicated to staff, pupils and parents.
- Work with individual pupils and groups of pupils to provide tailored support, as required.
- Ensure there are effective support processes in place for disadvantaged pupils during transition periods.
- Actively pursue ways to improve outcomes for disadvantaged pupils across the school.

### **Leadership and management**

- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.

- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.
- Use the school tracking systems to monitor the progress of pupils.
- Provide regular reports and information regarding pupil progress to the headteacher and governors.

### **Communication**

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the **governing board** and the local community.
- Develop and maintain links with the LA advisory and support services.
- Information sharing
- Ensure child protection files are kept up-to-date.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.
- Understand the importance of information sharing with appropriate staff and external agencies.

### **Working with school staff**





- Liaise with teachers and support staff regarding pupils' outcomes and progress.
- Ensure staff understand the issues affecting disadvantaged pupils and how the whole school supports the educational achievement of these pupils.
- Ensure staff have high expectations of pupils and set ambitious targets.
- For PLAC, ensure staff are aware of the emotional, psychological, and social effects of loss and separation from birth families.
- Ensure staff understand the importance of involving parents in decisions affecting their child's education.
- Provide regular updates regarding vulnerable pupils.
- Work with the SENCO, designated teacher and LA wherever necessary to support pupils who have SEND.

- Provide and signpost relevant CPD opportunities available to staff.
- Work closely with staff to rigorously monitor and evaluate progress, assess teaching and learning strategies and ensure that identified actions are put in place.


#### **Recording and assessment**


- Ensure that the school's administrative work for SEND is effectively completed.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

**SENDCO person specification**

<b>Qualifications and training</b>			
<i>Check application/interview</i>			
<b>Essential</b>		<b>Desirable</b>	
<ul style="list-style-type: none"> <li>Have a degree in a relevant subject.</li> <li>Have QTS.</li> <li>Have taught at KS1 and KS2 for at least two years.</li> <li>At least 12 months experience working as a school SENCO. or</li> <li>A commitment to achieve a National Award in Special Educational Needs within three years of appointment if having less than 12 months experience.</li> <li>Evidence of undergoing sufficient safeguarding and child protection training.</li> <li>Willing to undertake further training.</li> </ul>		<ul style="list-style-type: none"> <li>Have achieved a National Award in Special Educational Needs Coordination</li> </ul>	
<b>Knowledge, skills and experience</b>			
<b>Essential</b>		<b>Desirable</b>	
<ul style="list-style-type: none"> <li>Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.</li> <li>Experience working</li> </ul>		<ul style="list-style-type: none"> <li>Experience liaising with a range of people, agencies, and professionals including, the</li> </ul>	

<p>alongside an SLT to develop the quality of the curriculum and learning activities.</p> <ul style="list-style-type: none"> <li>• Experience co-ordinating provision for children with SEND.</li> <li>• Sound knowledge of the SEND Code of Practice and its application.</li> <li>• Sound knowledge of the graduated approach to providing SEN support.</li> <li>• Experience of behaviour management techniques for groups and individuals with SEND.</li> <li>• A good understanding of the principles of school improvement.</li> <li>• Experience working effectively with colleagues to improve classroom practice.</li> <li>• Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.</li> <li>• Developing policies and protocols.</li> <li>• Managing child protection cases and</li> </ul>		<p>parents of pupils, the LA and other providers.</p> <ul style="list-style-type: none"> <li>• Demonstrate a greater understanding of how pupils with SEND develop.</li> <li>• Demonstrate a sound understanding of SEND funding on offer.</li> <li>• Experience in making reasonable adjustments and access arrangements for pupils with SEND.</li> <li>• Ability to show how school policies could be adapted to be inclusive of disadvantaged and vulnerable pupils.</li> <li>• An understanding of the statutory requirements concerning pupil premium funding.</li> <li>• Experience of managing a budget.</li> </ul>	
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<p>investigations.</p> <ul style="list-style-type: none"> <li>• Liaising with a range of agencies and professionals to support pupils.</li> <li>• Working effectively with parents to safeguard pupils.</li> <li>• Experience of working effectively with disadvantaged and vulnerable pupils.</li> <li>• Experience of working alongside an SLT to develop the curriculum and learning activities.</li> <li>• Experience of working effectively with parents to safeguard pupils.</li> <li>• Evidence of a positive impact on pupil outcomes.</li> <li>• A good understanding of the principles of school improvement.</li> <li>•</li> </ul>			
<b>Personal traits</b>			
<b>The successful candidate will have</b>			
<ul style="list-style-type: none"> <li>• A commitment to equal opportunities and empowering others.</li> <li>• Excellent communication skills, both written and verbal.</li> <li>• Excellent time management and organisation skills.</li> <li>• An ability to manage and prioritise a demanding workload, and that of others.</li> <li>• A flexible approach towards working practices.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• An ability to work with pupils and their families in a sensitive and positive way.</li> <li>• An ability to establish and maintain professional working</li> </ul>			

<p>relationships.</p> <ul style="list-style-type: none"> <li>• High levels of drive, energy and integrity.</li> <li>• Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.</li> <li>• An ability to model good practice and engage in self-reflection.</li> <li>• A commitment to improve current skills and demonstrate a willingness to develop further.</li> <li>• A commitment to contributing to the wider school community.</li> <li>• Explain the principles involved in giving advice and guidance to pupils, including the stance on confidentiality.</li> <li>• Demonstrate how to write action plans for pupils, maintain accurate records and create complex safeguarding reports.</li> <li>• Show how they would motivate pupils by establishing empathetic and supportive working relationships.</li> <li>• Work as part of a team as well as independently, using their initiative.</li> <li>• Demonstrate knowledge of the responsibilities of agencies towards vulnerable pupils.</li> <li>• Explain the additional support, which can be of assistance to vulnerable pupils and families.</li> <li>• High levels of drive, energy and integrity.</li> <li>• Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.</li> <li>• An ability to model good practice and engage in self-reflection.</li> <li>• A commitment to improve current skills and demonstrate a willingness to develop further.</li> </ul>	
<p><b>Additional requirements</b></p>	
<p><b>The successful candidate will be</b></p>	
<ul style="list-style-type: none"> <li>• Flexible, reliable, enthusiastic and patient.</li> <li>• Inspiring and influential.</li> <li>• Able to take control, lead and manage situations.</li> <li>• Consistent in modelling good practice and behaviour.</li> <li>• The successful candidate will have: <ul style="list-style-type: none"> <li>• An enhanced DBS check with barred lists certificate.</li> <li>• A good attendance and punctuality record.</li> </ul> </li> </ul>	



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| <ul style="list-style-type: none"><li>• Excellent verbal and written communication skills.</li><li>• Excellent time management and organisation.</li><li>• High expectations of self and professional standards.</li><li>• A commitment to CPD.</li><li>• The ability to work as both part of a team and independently.</li><li>• The ability to maintain successful working relationships with other colleagues.</li><li>• A willingness to work outside of the timetabled day where necessary.</li><li>• High levels of drive, energy and integrity.</li><li>• The successful candidate will be:</li><li>• Confident in a leadership role.</li><li>• Able to promote good behaviour consistently.</li><li>• Able to plan and take control of situations.</li><li>• Committed to contributing to the wider school and its community.</li><li>• Capable of handling a demanding workload and successfully prioritising work.</li><li>• Committed to protecting the welfare of young people.</li><li>• Professionally assertive and clear thinking.</li><li>• Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</li></ul> |  |
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Farm School Changing Chalk

