



| | |
|-----------------------------------|-----------------------------------|
| School | Boughton Primary School |
| Post title | SENDCo/Inclusion Manager |
| Responsible to/Reviewed by | Head Teacher and Key Stage Leader |
| Last updated | February 2023 |

The postholder must hold Qualified Teacher Status.

This role will usually be held by a class-based teacher, with release time to carry out the role of SENDCo/Inclusion Manager.

For their class teacher duties, the postholder should refer to their class teacher job description.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document (Paragraphs 1 to 8). These detail the professional and particular duties required of teachers, together with requirements for management time, working time and guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

SAFER RECRUITMENT STATEMENT

As with all posts at Boughton Primary School, this post is exempt from The Rehabilitation of Offenders Act 1974 as the position requires working within close proximity of young children. The post holder will be required to undertake an enhanced DBS. Boughton Primary School is committed to the safeguarding and well-being of all children.

Core Purpose:

- To determine the strategic development of special educational needs and disabilities (SEND) policy and provision across the school;
- To be responsible for the day-to-day operation of the SEND/Inclusion policy and co-ordination of specific provision to support individual pupils with special educational needs and/or disabilities;
- To provide professional guidance to colleagues, working closely with staff, parents and external agencies.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND/Inclusion policy is put into practice and its objectives are reflected in the school improvement plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate the most effective use of funding, to achieve best value.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate and up-to-date SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support
- Work with the senior team to agree the most effective use of the school's budget and other resources to meet pupils' needs, including staff deployment

- Be aware of the provision available in the Local Offer; signpost staff and parents to appropriate support; and complete referrals and applications for funding and support
- Work with a range of external agencies, including early years' providers, other schools, educational psychologists, health and social care professionals, and any other professional body
- Be a key point of contact for external agencies
- Analyse assessment data for pupils with SEND, and use this to inform the school's practice
- Implement and oversee interventions for groups of pupils with SEND and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEND, using evidence-based approaches including class data, observation and individual assessment
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness
- Secure relevant services or support for the pupil
- Ensure records are maintained and kept up to date
- Communicate regularly with parents/carers
- Review Learning Plans or Education Health and Care Plans (EHCP) with staff, parents and pupils
- Ensure a smooth transition for each pupil, between year groups, phases and settings; complete efficient transfer of individual records as part of the transition process
- Promote each pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with all relevant staff where children have other additional needs or vulnerabilities, e.g. EAL, LAC, EHA

Leadership and management

- Work with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010, in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish, and present this to the board annually
- Contribute to the School Improvement Plan and whole-school policy
- Lead or facilitate training for staff, with the support of the senior team
- Promote an ethos and culture that supports inclusion and promotes good outcomes for every learner.

ADDITIONAL INFORMATION/RESPONSIBILITIES

- Undertake any other duties reasonably required by the Head Teacher.

This job description will be reviewed by the Head Teacher and each class teacher in the first Performance Management meeting of the academic year. A signed copy will be kept by the teacher and Head Teacher.

Signed (Teacher):

Signed (Head):

Date:

Person Specification: SENDCo/Inclusion Manager
(in addition to the requirements for a main scale teacher)



| AREA | ATTRIBUTES | Evidence from: Application (A) Interview (I) Reference (R) | |
|--------------------------------------|---|---|-----------|
| | | ESSENTIAL | DESIRABLE |
| QUALIFICATIONS & EXPERIENCE | Qualified Teacher Status | A | |
| | National Award for SEN Co-ordination OR commitment to complete it within one appraisal cycle <i>if already started</i> | A, I | |
| | Experience of working successfully with parents to secure each child's potential | A, R | |
| | Experience of working successfully as part of a team | A, R | |
| | Evidence of professional development or learning, particularly in relation to aspects of SEND e.g. INSET training or courses | A, I | |
| | Evidence of conducting training or leading INSET | | A, I, R |
| | Evidence of working successfully with SLT to secure school improvements | | A, I, R |
| KNOWLEDGE, UNDERSTANDING AND SKILLS | Proven understanding of the theory and practice behind providing effectively for the individual needs of all children, including what makes "quality first" teaching, and what constitutes effective intervention | A, I, R | |
| | Proven understanding of the statutory requirements of legislation concerning Special Educational Needs and Disabilities and current statutory duties associated with meeting the needs of pupils with SEND. | A, I, R | |
| | Proven understanding of the statutory curriculum and assessment requirements for each year group and key stage. | A, I, R | |
| | Able to describe or demonstrate effective monitoring, assessment, recording and reporting of pupils' progress | A, I, R | |
| | Proven understanding of the importance of building positive links within school and with all stakeholders | A, I, R | |
| | Experience of working effectively with governors and other agencies | | A, I, R |
| | Able to produce and analyse statistical evidence to discern trends and monitor standards for pupils with additional needs, and to use this information to inform provision planning | | A, I, R |
| | Ability to work under pressure and prioritise effectively | A, I, R | |
| | Able to promote the school's vision, values and aims positively | A, I, R | |
| | Able to use effective strategies to maintain own motivation and morale; to manage own life – work balance | A, I, R | |
| | Able to establish, develop and maintain positive relationships with all involved in the school, based on mutual respect | A, R | |
| | Able to communicate well in writing and orally, to a range of audiences | A, I, R | |
| | | | |
| ATTITUDES & PERSONAL CHARACTERISTICS | Positive, enthusiastic, friendly, empathic, approachable | I, R | |
| | Committed, flexible, self-motivated, organised, resourceful | I, R | |
| | Additional skills or talents to enhance our curriculum or our extra-curricular offer | A, I | |
| | Expresses or indicates a commitment to the school's wider community | A, I | |