



Through God's love, we learn, aspire and achieve; we flourish.

Christ Church CE Primary School

Byng Road, Barnet, Hertfordshire EN5 4NS Telephone 020 8440 2198

Email office@christchurch.barnetmail.net

www.christchurch.barnet.sch.uk

Let us love one another,
because love comes from
God and knows God.
1 John 4:7

Your heart will become
wise. Your mind will delight
in knowledge.
Proverbs 2:10

I have come so that they
may have life and have it to
the full.
John 10:10

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SENDCo Job Description

Post: SENDCO (Part-Time 3 days a week) Hours to be agreed.

Pay Scale: M1- M6 + SEN allowance
£36,413 - £48,532 with a SEN allowance of £2,679 - £5,285

Responsible to: Headteacher

Job purpose: To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.

In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural problems;
- 'Looked After' and adopted pupils;

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. They may be modified by the Head teacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction and development:

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. Help implement the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress
3. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
4. Raise standards of individual pupil achievement and ensure that good attainment is maintained.
5. Ensure that parents of children with SEND, are well informed about the curriculum, targets, individual pupils' progress and achievement;
6. Develop and maintain good relationships with parents, outside agencies and the local community.
7. To contribute to governors' meetings when necessary

Teaching and learning

1. Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
2. Monitor teaching and learning activities to meet the needs of pupils with special educational needs;
3. Identify and teach study skills that will develop pupils' ability to work independently;
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.
5. Maintaining a file or Web site page of useful information for staff, parents / carers.

Recording and assessment

1. Set targets for raising achievement among pupils with special educational needs;
2. Collect and interpret specialist assessment data;
3. Maintain systems for identifying, assessing and reviewing special educational needs;
4. Update the head teacher and SEND Governor, when requested, on the effectiveness of provision for pupils with special educational needs;
5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Maintain a register of children with specific needs identifying provision being made.
7. Provide guidance and assist teachers and Teaching Assistants in identifying children with learning, behavioural, medical or emotional difficulties.
8. Advise and co-ordinate detailed assessments when necessary

9. Complete referral / CAF forms to request support for pupils and their families
10. Identify, adopt and monitor the most effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary;
11. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
12. Disseminate good practice in special educational needs across the school;
13. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
14. Helping class teachers to write Individual Educational Plans and to organise manageable recording systems.
15. Arrange termly intervals with staff to evaluate the evidence and progress made by SEN pupils to inform new Individual Education Plans.
16. Co-ordinating provision in accordance to the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents, outside agencies, Learning Support Assistants and the pupil if possible) contribute if they can, to the Individual Education Plans and reviews.
17. Maintaining a system of storing records alongside school managers.
18. To create a provision map and a timetable for the delivery of the provision.

Leadership

1. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
2. Disseminate good practice in special educational needs across the School;
3. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
4. To be responsible for provision for children with Special Educational Needs and have a working knowledge of the SEN Code of Practice.
5. To be responsible for induction of Teaching Assistants and other members of staff when applicable.
6. To attend SEN and other meetings when requested by the Headteacher

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School.
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
3. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards one another.

Making referrals

1. Referring a child for Statutory Assessment and collecting the necessary evidence, to show that the child concerned has significant needs and that the school has done all that it could reasonably expected to do to meet the child's needs.
2. Drawing up the school's educational advice if a referral is accepted.
3. When a child obtains an EHCP, conducting a post-implementation planning meeting and helping to form annual objectives and short-term targets.

Annual statement reviews

1. Carrying out annual and interim reviews of EHCP children. In doing this the SENCO must ensure the legal requirements for running the meetings and sending minutes to those concerned.

Transition

1. Liaising with feeder schools and schools in the next phase with regard to those with Special Educational Needs in order to ensure continuity of care.
2. Ensuring that when a pupil leaves the school, all their records are passed to the next school that they attend.
3. Advising and helping staff in the new school, to understand the educational implications of various conditions and the needs of individual children, also support teachers to think of ways of adapting the curriculum, teaching or classroom.

Child protection

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Barnet Safeguarding Children's Board and the school's safeguarding policy.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher

