



JOB PROFILE			
Job Title:	Primary Special Educational Needs Coordinator (SENCO)	School/Department:	Temple Learning Academy
Salary Grade:	In line with National Pay Scales M1-US (£28,000 - £43,685) + SEND Allowance	Working Hours:	32.5 hours per week, Monday to Friday
Contract Type:	Permanent, Full Time	Location:	Leeds
Responsible to: Assistant Principal for Student Support			
Role summary: The Special Educational Needs Coordinator (SENCO) will oversee and manage the operation of TLA's SEND policy. They will work alongside senior leadership, the SENCO for Secondary, teachers and support staff to ensure that all students with special educational needs and disabilities are supported to reach their full potential. Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.			
Special conditions of service: No smoking policy, including e-cigarettes.			
Role specific responsibilities: <ul style="list-style-type: none">• Be responsible for the day-to-day operation of the SEND policy, implementation of the local offer and co-ordination of specific provision to support individual pupils with SEND• Support the strategic development of special educational needs (SEND) policy and provision in the school• Provide professional guidance to colleagues, working closely with staff, parents and other agencies• The SENCO will also be expected to fulfil the professional responsibilities of a teacher and teach classes, or groups when required• Have a strategic overview of provision for pupils with SEND across the Primary Phase, monitoring and reviewing the quality of provision• Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.• Promote good and outstanding levels of engagement and progress of all SEND students• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice• Make applications for Inclusion funding			



- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Liaising with relevant teachers of pupils identified with SEND
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- Ensure that the assess plan, do, review process is in place and that relevant documentation is used to track the process. This will include the application for Education, Health and Care Plan assessments.
- Hold Annual Reviews and ISAR reviews
- Advise on the use of the school's budget and other resources to pupils' needs effectively, including staff deployment
- Work with and liaise with other schools, educational psychologists, health and social care professionals, local authority and other external agencies being the key point of contact
- Analyse assessment data for pupils with SEND and provide impact reports for the Assistant Principal for Student Support.
- Support staff to identify and assess needs of pupils with barriers to learning
- Ensure that the provisions for students with medical needs are in place, including ensuring health care plans and relevant training is up to date.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Maintain respectful relationships and positive behaviour and high levels of good attitudes across the school.
- Identify a pupil's SEND and provide support for pupils with SEN or a disability
- Establish and maintain profession communication with parents.
- Review education, health and care plan with parents or careers and the pupils.
- Carry out student observations and advise staff on strategies to support individual children with SEND
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Ensure records are maintained and that the progress of all SEND students is regularly assessed, accurately recorded, up-to-date and reported to inform future planning
- Oversee, monitor and manage all records relating to support for pupils with SEND
- Undertake other appropriate duties as directed by the Principal, Deputy Principal or Assistant Principal for Student Support
- Monitor and evaluate assessment data to identify trends in student performance and issues for development
- Work with the principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements



- To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person
- Prepare and review information the governing board is required to publish and contribute to the school improvement plan and whole school policy
- Identify training needs for staff and how to meet these needs and lead CPD for staff
- Share procedural information, such as the school's SEND policy
- Lead and manage Teaching assistant working with SEND and lead staff appraisals and procedure appraisal reports

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

Integrity: we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

Respect: we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Skilled classroom practitioner	√	
Highly effective interpersonal and communication skills	√	



Competent in ICT including knowledge and application of Management Information Systems.	√	
High level of skill in dealing with issues relating to student behavior and motivation	√	
Ability to be able to forge and maintain educational partnerships externally	√	
Ability to analyse performance data and propose improvements, implementing actions as desired	√	
Qualifications, Knowledge and Experience	Essential	Desirable
Experience of working with students with SEND.	√	
Experience of curriculum development with evidence of impact.	√	
Experience of adapting and scaffolding the curriculum to support students achieve outcomes that stretch and challenge.	√	
Successful experience of team leadership – leading, motivating and managing other members of staff.		√
Experience of managing students with challenging behaviour.	√	
Experience of successfully leading training and development activities for school staff.		√
Experience of implementing strategies for raising achievement.		√
Knowledge of the SEND code of practice and associated documentation.	√	
Sound understanding of recent developments in SEND.	√	
Excellent practical and classroom management skills.	√	
Ability to teach all student age ranges.		√
Thorough understanding of best practice in raising student attainment.		√
Knowledge and understanding of requirements regarding safeguarding.		√
Degree level qualification	√	
Qualified Teacher Status	√	
Access arrangement training		√
Willingness to undertake National Award for SENCO co-ordination	√	
Relevant in-service training and CPD		√
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
Full commitment to safeguarding and promoting the welfare of children and young people	√	
Discretion at all times in the disclosure of information about the Academy and a clear awareness of confidentiality	√	

