



Pembury House Nursery School & Children's Centre
Woodlands Park Nursery School & Children's Centre
Rowland Hill Nursery School & Children's Centre

Aim of the role: to ensure the progress of all children with Special Educational Needs, disability and social needs and working with the headteacher and Governors to determine the strategic direction of SEN policy and provision in the school. You will also be the designated teacher for looked after children and the emotional wellbeing co-ordinator.

Exercising professional skills and judgement

The post requires knowledge and understanding of:

- 1 The school aims, priorities, targets and action plans;
- 2 The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupil groups;
- 3 The relationship of Special Needs and Inclusion priorities to the development of the school as a whole;
- 4 Any statutory requirements relating to Special Needs and Inclusion (curriculum, assessment, recording and reporting of pupils' attainment and progress, The Children Act, child protection and health and safety requirements);
- 5 The implications of the Code of Practice for Special Educational Needs for teaching and learning and inclusion and ensuring that the school is following it.

See the National Standards for Subject Leaders.

Accountability for leading, managing and developing Inclusion

The post requires the post holder to work with colleagues to:

- 1 Organise the Special Needs Register, ensure it is up to date and that children with SEN are being fully monitored, including ensuring that review meetings are happening regularly and on time;
- 2 Ensuring that Individual Education Plans (IEPs) are appropriate and that the support identified is being given;
- 3 Develop and maintain appropriate schemes of work;
- 4 Develop and maintain appropriate assessment processes and procedures;
- 5 Identify relevant school improvement issues through rigorous self evaluation focussed on learning and achievement;
- 6 Evaluate the impact of all improvement activities on the quality of learning and teaching;
- 7 Identify barriers to learning and develop intervention strategies to address these;
- 8 Ensure that all teachers know what is required of them in teaching the subject;
- 9 Provide the Headteacher and the Senior Leadership Team (SLT) with relevant curriculum area and pupil performance information;
- 10 Define and agree appropriate improvement priorities with the Headteacher and SLT;
- 11 Write and follow an annual Subject Action Plan following approval from the SLT;
- 12 Report termly to SLT on progress with the Action Plan;
- 13 Be responsible for resourcing the subject area within the constraints of the budget given;
- 14 Identify relevant CPD needs and opportunities for the whole staff;
- 15 Take up all opportunities for personal professional development.

Accountability for impact on educational progress of children across the school

The post requires the post holder to work with staff to :

- 1 Ensure that all children, irrespective of gender, cultural background, Special Needs or disability enjoy equal access to a broad, balanced and appropriate curriculum which enables them to achieve;
- 2 Identify appropriate achievement targets annually for ethnic minority children and those with Special Needs;
- 3 Identify what support may be needed to achieve these targets;
- 4 Monitor planning, curriculum coverage and learning outcomes on a termly basis;
- 5 Ensure that assessments and assessment record sheets have been completed as appropriate;
- 6 Moderate assessments to ensure consistency throughout the school;
- 7 Create portfolios/case studies of children's work showing different levels of attainment;
- 8 Monitor pupil standards, learning and achievement against annual targets:



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- a) Analyse any data that exists.
 - b) Identify improvements necessary.
- 9 Lead evaluation strategies when any improvement needs are identified.

Leading, developing and enhancing the teaching of others

The post requires the post holder to:

- 1 Maintain personal expertise, and share this with other colleagues;
- 2 Act as a role model of good classroom practice ;
- 3 Monitor and evaluate standards of teaching, identifying areas for improvement:
 - a) observe colleagues when appropriate.
- 4 Plan and implement strategies to improve teaching where needs are identified;
- 5 Liaise with local schools to ensure effective transition between Key Stages;
- 6 Supervise the work of support staff working as Special Needs Assistants
- 7 Organise and, if appropriate, run in-service training;
- 8 Induct, support and monitor new staff;
- 9 Act as a performance management team leader for identified teachers when requested.



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This post is at Rowland Hill Nursery School and Children's Centre

Special Educational Needs Co-ordinator

Salary: negotiable, teaching terms and conditions

SENCO Candidate Specification

Qualifications: Qualified Teacher, either holding the National Award in Special Educational Needs Co-ordinations or working towards it.

Experience:

1. Early years' experience,
2. Experience of leading and managing a team.
3. ICT literate
4. Prepared to study or already holding SENCO qualification

Special Knowledge & Understanding:

5. Knowledge of EYFS
6. Ability to demonstrate an up to date knowledge of current thinking and developments in early years.
7. Knowledge of how young children learn and develop.
8. Knowledge of how to support children with SEND and their parents
9. Ability to develop good relationships with parents/carers.
10. An understanding of the role of maintained nursery schools and children's centres
11. Knowledge of inclusion and inclusive practice

Skills:

12. Excellent Classroom practitioner
13. Able to reflect on one's own practice.
14. Ability to model best practice in teaching and learning
15. Effective communication skills
16. Effective interpersonal skills
17. Good organisational skills
18. Ability to develop and maintain positive working relationships.

Personal Qualities:

19. Enthusiastic
20. Positive outlook
21. Willingness to embrace new initiatives
22. Approachable and able to motivate, lead and manage people.
23. Good Health record
24. Good attendance Record

Desirable:

The ability to speak another language other than English