

<b>POST TITLE:</b> SENCo / Inclusion	<b>GRADE:</b> MPR2 – UPR3
<b>RESPONSIBLE TO:</b> Headteacher – Cheddar Grove Primary School	
<b>DATE:</b> November 2021	

**Responsible for** Teaching Assistants supporting EHCP pupils  
Teaching Assistants running intervention groups

**Key liaisons** Futura Learning Partnership staff and leadership teams  
Parents and pupils  
External agencies  
Governors  
Trustees

**Hours of Work** 0.6 FTE part time role

#### **Purpose of role**

The SENCO & inclusion Lead, under the direction of the headteacher, will: Lead, manage, develop and maintain high quality SEN provision and the day-to-day operation of the special educational needs (SEND) policy and provision at Cheddar Grove Primary School. Be responsible for effective implementation of inclusion of all children including disadvantaged pupils thus enabling excellent learning outcomes and success for all pupils. Engage with SLT with their decision making around inclusion and SEN. To support SEN in the role of SENCO & Inclusion lead in the Partnership schools as directed.

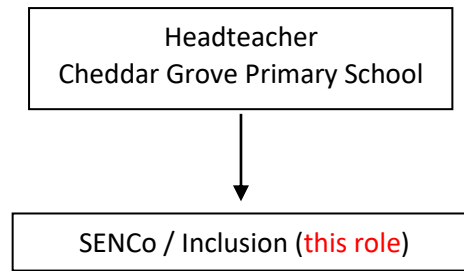
#### **Strategic direction and development of SEN and Inclusion provision**

- Have a strategic overview of the provision for pupils with SEND across Cheddar Grove Primary School, monitoring and reviewing the quality of provision
- Have a strategic overview of the provision for Pupil Premium and Looked After pupils across Cheddar Grove Primary School, responsible for the Pupil Premium Strategy, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND and those in receipt of Pupil Premium
- Maintain up to date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective
- Regularly monitor and review the different provision in place to ensure that the impact is clear, appropriate and positive;

## Operational level-teaching and learning

- Provide professional guidance in the area of SEND and inclusion in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils;
- Maintain all associated documentation necessary (e.g. SEND Register and Provision Map) to ensure that progress of pupils on the inclusion register (SEND, EAL, Pupil Premium and other vulnerable children) is adequately recorded in order that it may be effectively used to inform ongoing support and intervention;
- Support the monitoring of the quality of teaching, standards of learning and progress of pupils with individual needs across the school (i.e. SEND, EAL, Pupil Premium, CLA and other vulnerable pupils), including the analysis of performance data;
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND;
- Work with the staff to develop ways of bridging barriers to learning;
- Support the monitoring and recording of progress made by identified pupils towards the achievement of targets set;
- Collect and interpret specialist assessment data gathered on pupils and use it to inform provision and practice;
- Maintain effective partnerships between parents/carers and the school's staff so as to promote pupils' learning and provide information to parents/carers about targets, achievements and progress;
- Work with class teachers in the preparation and review of individual Support Plans
- Develop effective working relationships with parents/carers, ensuring that they understand the targets set for their children and how they can contribute to helping their children achieve them, feeling fully involved as partners in the education process;
- Work with headteacher, staff, parents/carers, and other agencies to co-ordinate the day-to-day operation of the SEND policy, in line with the Code of Practice;
- Ensure that pupils on the Inclusion Register (SEND, EAL, Pupil Premium, CLA and other vulnerable pupils) make progress towards targets;
- Arrange meetings with outside support agencies and be present for consultation with those agencies and parents/carers;
- Co-ordinate the learning support across the school, ensuring that, in consultation with class teachers, timetables are drawn up, Individual Education Plans are followed and the use of support time is in accordance with policy agreed by the school;
- Ensure that 1:1 EHCP Teaching Assistants fully understand their role and use their skills effectively;
- Complete applications for assessment for Education, Health and Care Plans (EHCPs);
- Prepare for and chair Annual Review Meetings;
- Ensure Personal Education Plans (PEPS) are in place for all Children Looked After (CLA) and attend relevant meetings, chairing where necessary;
- Support the identification of pupils suitable for extra support in the form of temporary small groups and to oversee the running (planning, organisation and evaluation) of such groups;
- Report to the Governing Body on SEND and Inclusion policy and practice for groups of children, including SEND, EAL, Pupil Premium, CLA and other vulnerable pupils;
- Participate in arrangements for the school's appraisal within the agreed national framework;
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;
- Attend and advise staff at PPMs 3x year
- Provide smooth transitions for pupils moving between primary school and relevant secondary schools
- Management and appraisal of school SEND teaching assistants (1:1 for EHCP pupils and those delivering interventions) and produce appraisal reports
- Encourage the professional development of support staff and inform the Headteacher of any suitable training that is relevant;

## Structure



## Data Protection and Safeguarding

- Work within the requirements of Data Protection at all times
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight an issue / concerns
- Remain vigilant to ensure all students are protected from potential harm

## General

The post-holder will be expected to undertake any appropriate training provided by Futura learning Partnership to assist them in carrying out any of the above duties.

- The post-holder will be expected to contribute to the protection of children and young people, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post.

Futura Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Your suitability to work with children and young people will form part of the selection process. For this post prior to appointment, Futura Learning Partnership will apply for an enhanced disclosure certificate from the Disclosure and Barring Service.

<b>Person Specification - SENCo / Inclusion</b>	<b>Essential (E) or Desirable (D)</b>
<b>Education</b>	
A good honours degree	E
DfE Qualified Teacher Status	E
National Award for Special Educational Needs Coordination	E
SENCO qualification or willingness to obtain SENCO qualification within one year	E
<b>Experience</b>	
Evidence of suitability to work with children and young people	E
Experience of teaching in a primary school	D
Proven track record of improving academic outcomes for students with the full range of abilities and needs	E
Proven track record of improving personal development outcomes for students	E
A clear understanding of the SEN Code of Practice and experience of implementing and managing Education Health care Plans and Statements	E
Successful leadership and management of a team	E
Experience of working strategically as a member of a senior leadership team	D
<b>Behaviours</b>	
Strongly supports and promotes fully inclusive practice	E
Has high expectations for pupils' and students' learning and sets aspirational targets	E
Is a strong advocate for vulnerable learners	E
Maintains strictest confidentiality at all times	E
Is able to work as a highly effective coach/mentor and gain confidence and respect	E
<b>Skills</b>	
Ability to lead and motivate staff and students	E
Ability to communicate clearly in verbal and written form	E
Ability to present with passion and conviction to a variety of audiences	E
Ability to manage own time, meet deadlines and work under pressure	E
A team player who is able to establish good working relationships with staff, students, parents/carers and external agencies	E
Ability to deal with problems and challenging situations in a calm and systematic manner	E
<b>Attributes</b>	
Committed to Futura Learning Partnerships aims	E
Committed to Equality and Diversity	E
Committed to own continuing professional development	E
<b>Other</b>	
Full clean driving licence and use of own vehicle	E
Occasional work outside normal working hours - prior notice given	E
Good sense of humour	E