

Job Description

Role: Special Educational Needs Coordinator:

Grade: MPS/UPS (Inner London) plus SEND allowance (TLR2A)

Reporting to: Senior Leadership and Lead SENDCo

Responsible for: SEND provision, Specialist Teaching Assistants, Teaching Assistants and LSAs

Purpose of Post

The SENDCo will:

- work in partnership with the Lead SENDCo, Senior and Middle Leaders and other stakeholders to promote and develop high quality teaching that secures outstanding progress for every child;
- coordinate the day-to-day operation of Woodmansterne's SEND policy, including the management of EHCP transition and reviews;
- lead, manage and develop Specialist Teaching Assistants, Teaching Assistants and LSAs;
- deliver high quality CPD for teachers and in-class support staff to improve inclusive and effective classroom practice;
- analyse data to regularly monitor and evaluate pupil progress;
- communicate effectively with pupils, families, staff and multi-agencies to support learning;
- promote high standards of teaching and learning across the school by supporting the leading, developing and enhancing of inclusive classroom practice that enables SEND children to achieve;
- support the governors and leadership team in attaining aims and objectives of the school improvement plan in order to secure the best outcomes for pupils.

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

Main Duties

Lead Inclusion Practice within both schools:

- Lead, develop and manage the SEND team of Specialist Teaching Assistants, Teaching Assistants and Learning Support Assistants to effectively deploying staff across the school.
- Ensure that parents/carers are well informed about their child's SEND provision, academic achievement and progress.
- Develop inclusive and effective classroom practice of teachers and in-class support staff through delivery of high-quality CPD.

Leading, developing and enhancing SEND provision to:

- monitor and evaluate standards and achievement of SEND pupils against learning outcomes and school-based targets, identifying individual learning gaps;
- develop, plan and implement strategies and interventions where necessary to secure improvement;
- provide guidance on the choice of appropriate teaching and learning methods;
- effectively promote quality first teaching and excellent SEND provision across the school;
- identify resources needed to meet the needs of SEND pupils and advise the senior team of priorities for expenditure;
- maintain a positive learning environment in line with whole school behaviour for learning policies.

Teacher's Duties

To work in collaboration with all staff to:

- promote the general progress and well-being of all SEN pupils through ensuring the maintenance of good order and discipline among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere;
- assess, record and report on the progress, attainment attendance and behaviour of SEN pupils;
- promote high standards of learning, teaching and pupil achievement and progression through active engagement in and contribution to the school's CPD programme;
- work with Senior and Middle Leaders, ensuring that the needs of all SEN children are met;
- fully engage with the school's pastoral system;
- create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British values;
- provide PPA cover when required.

Securing Accountability

- Report to the Senior Leadership team, and Governing Body when required, on the quality and impact of provision for pupils with SEND.

Leading, managing and developing the school's SEND provision by working with teachers, leaders and support staff to:

- monitor, evaluate and review SEND provision in the school and set targets for improvement where necessary;
- motivate and encourage others to create an inclusive classroom culture that fulfils our statutory responsibilities to secure the progress and development for all SEND children;
- develop whole school policies and procedures relevant to SEND, ensuring they meet national and school priorities;
- provide relevant SEND pupil performance information;
- critically monitor and evaluate the SEND provision ensuring that information collected is used to identify precisely strengths and areas for development that will impact positively on SEND pupils' progress;
- ensure team meetings and staff development are informed by and align closely with information collected through monitoring exercises;

Shaping the Future

Assisting in building a collaborative learning culture within the school through:

- participating in the recruitment and selection of SEND staff;
- motivate and encourage others to create an inclusive classroom culture that fulfils our statutory responsibilities to secure the progress and development for all SEN children;
- developing and securing a positive and dynamic school ethos;
- leading by example and being an excellent role model for professional standards and integrity;
- working with colleagues across all phases to create a shared culture of learning within an inclusive all-through environment;
- ensuring both self and others achieve an appropriate work/life balance.

Other Duties

Developing Self and Working with Others

- Liaise with other schools, agencies, professionals and the local authority to ensure we secure the best quality transition, support and provision for all our SEND pupils.

Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupil achievement and progression through:

- promoting high standards of professional performance, modelling excellent quality first teaching, mentoring and support for the professional development and induction of all staff;
- identifying and securing own and team members training needs in line with the school's appraisal processes;
- attending training sessions and meetings as required;
- keeping up to date with developments and changes in legislation and guidance, and to seek, consider, and act upon professional support and advice as required;
- active engagement in and contribution to the Continuing Professional Development of all staff.

Strengthening Community

- to develop and promote the services of the school to meet the needs of the community;
- support and enable colleagues to flourish and develop in their roles, engendering a cohesive and cooperative approach to best support the ethos and values of the school;
- support and encourage the school's ethos, its objectives, policies and procedures.

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- to support the Senior Leadership team, ensuring a safe and supportive culture in the school;
- to support the Senior Leadership team ensuring the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Heads of Schools (Secondary and Primary). Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Person Specification

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the essential criteria listed (bold text). Shortlisted candidates will be selected entirely on the extent to which they meet the essential criteria in their application form. *Personal Qualities will be assessed through references and the interview process.

Qualifications & Experience	<ol style="list-style-type: none"> 1. Educated to at least GCSE grade C standard or equivalent in English and maths 2. Qualified Teacher Status. 3. Proven successful teaching and achievement of outstanding pupil progress. 4. Experience of successful leadership skills or evidence of developing leadership skills at a primary, secondary or all-through school within a multicultural community. 5. National Award for Special Educational Needs Coordinator or a commitment to completing this qualification within the first year of taking up the post. 6. High level of experience ensuring good quality provision. 7. Knowledge of relevant legislation – in particular of the SEN Code of Practice, equal opportunities and disability discrimination and how these apply to pupils with EHCPs. 8. Good working knowledge of specialist assessments and interventions e.g. dyslexia screening
Strategic Leadership	<p>The ability to contribute to:</p> <ol style="list-style-type: none"> a) the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school; b) elements of the school's vision, ethos, priorities and targets; c) the work of other teams to secure all-round improvement in the school. <ol style="list-style-type: none"> 1. Experience of applying interventions appropriately. 2. Proven ability to work with a range of outside agencies in order to secure progress for SEND pupils. 3. Knowledge of current educational issues and their relationship with inclusion, behaviour support and welfare services. 4. Ability to analyse, interpret and use data, information and evidence to inform decision making and practice. 5. Ability to engage effectively with families to provide outstanding support and guidance for all pupils which allows them to grow and develop. 6. Experience of using coaching and/or mentoring to improve the performance of others.
Pupils & Staff	<ol style="list-style-type: none"> 1. Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff. 2. Experience in the principles of quality learning, teaching and assessment. 3. Ability to contribute to whole school review and self-evaluation.
System & Processes Self-Improving School System	<ol style="list-style-type: none"> 1. Understands the relationship between performance management, continuous professional development and sustained school improvement. 2. Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, Governing Body, LA, and other organisations that has improved academic and social outcomes for all pupils.
*Personal Qualities	<ol style="list-style-type: none"> 1. Resilient, Proactive, flexible and adaptable. 2. Punctual and conscientious. 3. Ability to show initiative and prioritise one's own work and that of others even when under pressure. 4. Excellent interpersonal and communication skills (written and verbal) 5. Able to follow direction and work in collaboration with Executive Headteacher and Heads of Schools.

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| | <ol style="list-style-type: none">6. Able to work flexibly to support others and respond to unplanned situations.7. Able to attend evening meetings as required.8. Desire to enhance and develop skills and knowledge through CPD.9. Commitment to the highest standards of child protection and safeguarding.10. Recognition of the importance of personal responsibility for health and safety.11. Commitment to the school's ethos, aims and its whole community. |
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