

SEN Co-ordinator

REPORTS TO: Headteacher

GRADE: Main Teacher Scale to Upper Pay range.

PERIOD: Initially fixed term for 1 year

Time: Part time 0.4 -0.5, e.g. 2 or 2.5 days per week

PURPOSE OF POST

- To take overall responsibility for SEND, P/LAC and children who have been identified as vulnerable
- To deliver effective and efficient support, advice and training to colleagues and facilitate inclusive education, so as to ensure that all pupils with additional needs make progress in their learning and achieve to the very best of their ability
- To ensure effective identification systems are in place for special educational and additional needs
- To administer all aspects of SEND and P/LAC requirements including the submissions, maintenance and review of EHCPs.
- To ensure effective management systems are in place, including deployment of staff and monitoring of SEND provision.
- To work with the Headteacher and Deputy Headteachers on whole school responsibilities, including data and assessment.
- Tracking of achievement of SEND children
- In addition to this, to work with the Headteacher in maintaining the ethos and culture of Alma Primary, to ensure that all children reach their highest potential.

The appointment is subject to the current conditions of employment for teachers contained in the Schools Teachers' Pay and Conditions Document, School Standards and Framework Act, the required standards for Qualified Teacher Status and other current educational and employment legislation.

MAIN DUTIES

Main responsibilities

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to children with Special Educational Needs and Disabilities.
- Work with the Headteacher and Governors on the strategic development of SEND & Inclusion, including reviewing and formulating appropriate policies.
- Promote and contribute to the aims and ethos of the school, especially in regard to inclusion, through participation in school leadership team meetings when required,
- Disseminate good practice in Inclusion across the school, including planning for improvement in inclusion practice, undertaking self-evaluation, and contributing to Self-Evaluation and SDP
- To be responsible for the supervision and organisation of identified learning support assistants, including their performance management.

- Work with the Headteacher to manage the Inclusion budget, including the purchase and managements of resources to meet the needs of SEND pupils
- To keep abreast of developments in SEND (e.g. research, changes to the law), informing staff and Governors as necessary.

Teaching and Learning

- To work with the leadership team to set targets for raising achievement among SEN pupils and other groups as appropriate.
- To respond to concerns from staff about the educational needs of pupils, identifying and adopting the most effective teaching approaches for SEN pupils.
- To support pupil progress meetings, advising staff on strategies and monitoring.
- To model good practice in teaching pupils with SEND including those with severe complex needs.

Training, Transition and Liaison with others

- To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- To recommend training opportunities for teachers and learning support assistants to develop understanding of SEND needs and promote Inclusion
- To support teachers in updating parents about their child's progress, through individual meetings and at Learning Journey Meetings, as required.
- To liaise with and coordinate the activities of visiting professionals e.g. counsellors, Speech & Language Therapists, educational psychologists and other agencies.
- To liaise with other schools to ensure continuity of support and learning when transferring SEND children to new settings.
- To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements for children with SEND from pre-school settings to Alma Primary and from Alma to secondary settings.
- To develop and maintain links with Barnet LEA, external agencies and neighbouring schools.
- To create opportunities to talk to pupils with SEND, listening to what they have to say about their experience of education/school and addressing any areas of concern.

Reporting, Recording and Assessment

- To prepare applications for EHCPs, monitoring and co-ordinating plans and attending reviews.
- To maintain the school's SEND register.
- To set up and maintain systems for identifying, assessing and reviewing SEN provision, including provision maps etc.
- To update the head teacher on the effectiveness of provision for SEN children on a termly basis.
- To collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
- To take responsibility for data and assessment across the whole school fo SEND children.
- To assist the school's assessment leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.

Other and responsibilities

- To willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children;
- To maintain the ethos and core values of the school, both inside and outside the classroom;
- To attend school events as specified on an annual basis.

NOTES

This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title as the school evolves.

This job description will be reviewed annually in consultation with the Headteacher and Governors according to the changing needs of the school as outlined in the School Improvement Plan.

Person Specification for SENDCo

To be evidenced through application form, references, interviews and tasks

FACTORS	ESSENTIAL	DESIRABLE
Personal Qualities & attitudes	<ul style="list-style-type: none"> • Adaptable and flexible approach • Full agreement with the school's ethos, including the principle of a Jewish school open to children of other faiths and none • Caring and understanding approach • Passion for learning • Organised; able to set targets and meet deadlines • Good communication skills – able to relate to people at all levels • Able to analyse and make sound judgements • Commitment to equality of opportunity irrespective of ability, gender, ethnic or social background 	<ul style="list-style-type: none"> • Reliable, honest and efficient. • Ability to contribute to extra-curricular activities • Able to respond to challenge • Experience of inter-faith educational work • Commitment to maintain and develop the existing ethos of the school • Passion for the inclusive nature of the school, underpinned by an understanding of the varied nature of Jewish observance and identity within the UK
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status • Completion of, or evidence of active plan to enrol and complete the SENDCos National Professional Qualification (NPQ) 	<ul style="list-style-type: none"> • Post-graduate study (MA or equivalent) • A demonstrable commitment to professional development relevant to the SENCo role
Skills and abilities	<ul style="list-style-type: none"> • Able to display a systematic approach to coordinating • Ability to engage and interest children • Confident ICT skills 	<ul style="list-style-type: none"> • Excellent classroom teacher • Spoken and/or written 2nd language especially Hebrew
Knowledge and experience	<ul style="list-style-type: none"> • Experience of working with children with special educational needs • Experience of coordinating SEN provision in a primary school • Ability to analyse data • Knowledge & understanding of inclusion issues • Sound understanding of Primary curriculum initiatives • Up-to-date knowledge of educational trends and initiatives 	<ul style="list-style-type: none"> • Experience within the 3-11 age range in more than one school • Experience of providing training for teachers and LSAs • Experience of leading whole school data and/or assessment • Experience of fostering good relationships with parents and their active participation in school life

All candidates will be required to provide evidence of the right to work in the UK. Alma Primary will request identification documents from each candidate. Long-listed candidates may be required to complete tasks including literacy and numeracy activities, prior to interview.

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and is subject to an enhanced Disclosure and Barring Service check. The school reserves the right to require the successful candidate to undertake a medical examination prior to a contract of employment being issued.