

Job Description and Person Specification

Role	SENDCO and Class Teacher
Grade and Range:	Main Pay Range/Upper Pay Range with TLR2a
Department:	Teaching
Location:	School Based
Accountable to:	Headteacher
Date last reviewed:	March 2023

Position Overview

The role of a SENDCO and Class Teacher is to be a leader in the classroom and ensure every day counts for all children in your care. To be relentless in your pursuit to provide an excellent education for all, whilst shaping an inclusive culture within the school. To ensure that the SEND provision meets the needs of all children across the school, whilst modelling this in your own practice. To be responsible for establishing systems in line with Trust good practices, training and supporting staff and liaising with parents, children and external agencies. To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. You must meet the expectations set out in the Teachers' Standards. To assist the Head Teacher as part of the Leadership Team in the management and development of the school. To fulfil the responsibilities and duties of a SENDCO.

Main Duties

SENDCO:

- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or disability
- Be a role model for school leadership behaviours
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Make sure the SEN policy and procedures are put into practice and objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice, including the provision in the local offer
- Evaluate whether funding is being used effectively, suggesting changes to maximise impact
- Maintain accurate and up to date records including the SEND register, concerns list, provision map and Pupil Profiles
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support, informed by research

- Work with external agencies and advisory services, acting as a key point of contact, including securing relevant services for pupils
- Analyse assessment data for pupils with SEN or a disability and provide succinct and clear analysis to data meetings
- Implement and monitor provision and interventions to that meet the needs of pupils with SEN, and evaluate their effectiveness
- Review education, health and care plans (EHCP) with parents or carers and the pupil
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND come in to school or transfer to other schools
- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Support the development of staff and identify how to meet these needs

Teaching:

- Plan and teach well-structured lessons to assigned classes within the 3-11 age range, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment; ensuring good outcomes for all
- Adapt teaching to respond to the strengths and needs of the pupils
- Set high expectations which inspire, motivate and challenge the pupils
- Promote good progress and outcomes from pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for any relevant external tests

Whole-school organisation, strategy and development:

- Contribute to school self-evaluation and the development, implementation and evaluation of school policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Lead school improvement initiatives and INSET
- Assist in the positive implementation of equal opportunities policy

Health, safety and discipline:

- Follow all safeguarding procedures within the school
- Promote the safety and well-being of pupils at all times

- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own practice, ensuring a deep understanding of your areas of responsibility, national thinking and national policy

Communication:

- Communicate effectively and regularly with pupils, parents and carers, colleagues and other relevant professionals
- Collaborate and work effectively with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school
- Have proper and professional regard for the ethos, policies and practices of the school/trust, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Safeguarding:

- The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. There may be requirements to complete other duties appropriate to the level of the role, as directed by the Head teacher or line manager.

Issued by: Head Teacher
Received by: Post Holder

General Duties

- Be a positive influence on the climate and culture of the Flying High Partnership and be a positive example at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to your line manager.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Flying High Partnership by engaging as an active member of the team.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Be a flexible and supportive member of the team.
- To perform any other task under the reasonable direction of the Headteacher which could include assisting in other areas of the school and the wider trust.

Skills and Experience Required:

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST).

	Essential	Desirable
Qualifications		
Qualified teacher status	AF	
Degree	AF	
Hold the National Award for SEN Co-ordination <u>or</u> must complete this within 3 years of appointment	AF	
Experience		
Successful previous teaching experience	AF/I	
Experience of working at a whole-school level	AF/I	
Successful previous SENDCO experience		AF/I
Providing training and support in areas related to SEND		AF
Working with the Nottinghamshire systems and approaches to SEND		AF
Behaviours		
Excellent communicator	I	
Professional and approachable	I	
Ability to problem-solve as part of a team or working alone	I	

	Essential	Desirable
Confident at following through on tasks and resolving enquiries	I	
Proactive	I	
Reflective practice	AF/I	
Positive attitude	I	
Demonstrates resilience	I	
Can work collaboratively with others and develop good working relationships	I	
Skills and knowledge		
Excellent verbal communication skills	I	
Excellent written communication skills	AF/AST	
Sound knowledge of the SEN Code of Practice	AST/I	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	AF/AST/I	
Knowledge of National Curriculum and Early Years Framework	AF/AST/I	
Knowledge of effective teaching and learning strategies	AF/AST/I	
Knowledge of effective behaviour management strategies	I/AST	
Ability to adapt teaching to meet the needs of the children	AF/AST	
Ability to influence and negotiate	AF/I	
Excellent planning and organisation skills	I/AST	
Good record-keeping skills	AST	
High degree of attention to detail	AST	
Good ICT skills, particularly ICT to support learning	AF/I/AST	
Experience of using school IT systems e.g. Scholar Pack/CPOMS		AF
Ability to chair meetings, maintaining a focus on agenda items and summarising actions		AF
Attributes		
Demonstrate an understanding of the Flying High Partnership vision and values and how they will/do align themselves	I	
High Expectations for children's attainment and progress	I	
Committed to own continuing professional development	AF/I	
Committed to putting children's education first	I	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	I	
Other		
Commitment to get stuck in with Partnership and Trust wide activities	I	
Ability to travel to all Trust sites		I
A commitment to abide by and promote the Trust's equal opportunities, health and safety and child protection policies	AF/I	