



SPECIAL EDUCATION NEEDS AND DISABILITIES CO-ORDINATOR – DUNRAVEN PRIMARY PHASE

Pay Scale: ILPS TLR 2B + SEN Allowance

Required as soon as possible

We require an enthusiastic SENDCo to work within the Primary phase of our thriving, oversubscribed and outstanding all-through school. The school's aim is "Excellence for All" and the governors wish to appoint candidates of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic coeducational school.

DUNRAVEN SCHOOL OVERVIEW

Dunraven School's results are strong, remaining well above national averages and representing positive 'value-added'. Recognition of its marked progress has been significant and its journey as a school is important to us. **For example:**

- In February 2011 we were designated as both a National Support School and a Leading Edge School.
- In August 2011, we converted to Academy status.
- In 2012 we began our development as an All Through School with children starting in Reception in September 2013.
- In summer 2013 our £20 million BSF programme was completed.
- In October 2014 we were judged as outstanding in all areas, including both Early Years and the Sixth Form, by Ofsted.
- In 2016 we were designated as a National Teaching School and an Academy Sponsor. The Dunraven Educational Trust was established.
- In September 2018, our Multi Academy Trust was formally set up with the integration of Van Gogh Primary, followed by Goldfinch Primary school in January 2019 and The Elmgreen School and Rosendale Primary school in September 2021.

If you are successful in your application, you will share in the leadership and management of a staff who are hardworking, committed, positive in outlook and dedicated to the achievement of our students. **We offer:**

- a high standard of professional practice, with bespoke in-house CPD provision, and affiliation to nationally recognised courses and providers (SSAT, Teaching Leaders, Future Leaders, NPQs);
- clear pathways for career development and progression with a proven track-record of success in developing leaders;
- a supportive and collegiate environment, with regular staff social and sporting activities (such as yoga, football and House events);
- excellent opportunities for leading work with external partners (National Support School, National Teaching School);
- a culture of high trust and accountability that values creativity and innovation, leading practice locally and nationally in a range of fields.

The closing date for receipt of applications is midday Friday 14 October 2022

Interviews to be held Monday 17 October 2022

Shortlisted applicants will be given a tour of the school site on the day.

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check and a barred list check are a condition of employment for this post.



JOB DESCRIPTION

Special Education Needs and Disabilities Co-Ordinator (Primary Phase)

Responsible to:	Head of Primary
Actual Gross Salary:	ILPS TLR 2B + SEN Allowance
Contract type:	Full time (part time may be considered)
Location of post:	Dunraven School, 94-98 Leigham Court Road, London SW16 2QB (including the Primary Phase on Mount Nod Road)

Main Purpose

1. To develop and oversee the implementation of the school's SEN strategy and policy
2. Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability
3. To promote special educational needs best practice and contribute to the aims and ethos of the school
4. To identify, deliver and oversee high-quality teaching for all, including those with SEN, to ensure all children maximise their potential

The SENDCo will be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document.

Duties and Responsibilities

Curriculum, teaching and learning

- carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- provide advice, guidance and training to classroom teachers on supporting pupils with SEN
- support teachers to develop schemes of work and learning programmes for pupils with SEN
- support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- deliver interventions and model good practice as part of developing a culture of excellence for SEN provision
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To contribute to PSHCE, citizenship and enterprise according to school policy.
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.



Liaison

- make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- provide regular updates on pupil progress through written reports and meetings with parents, including during parents' evenings when appropriate
- as necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews
- Liaise with Senior Team in order to keep them informed of SEND needs and developments in school
- Communicate regularly with families
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Produce reports and analysis for governors.

Staffing

- work with Headteacher and SLT to deploy support staff effectively across the school
- line manage learning support assistants and support staff to improve pupil progress and attainment
- ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
- provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school CPD

Strategic direction and development

- keep up to date with national and local policies related to SEN and cascade information to colleagues
- develop SEN strategy in line with best practice and national and local policy decisions
- work with the Headteacher, SLT and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies
- Contribute to the school excellence plan and whole-school policy
- work with Secondary SENDCo and Inclusion team to develop whole school consistency and share best practice
- to work collaboratively with key staff on developing the effectiveness of transition arrangements between the primary and secondary phases of the school
- undertake SEN self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice

Administration

- manage and advise on the school budget and resources for SEN provision
- develop and maintain systems for keeping pupil records, including the SEN register, ensuring information is accurate and up to date
- analyse school, local and national data and develop appropriate strategies and interventions
- work with the headteachers and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School
- ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles



- ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders
- to engage actively in Performance Management and Continuing Professional Development to ensure professional skills are kept up-to-date and developed
- to comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above
- Be aware of and comply with the Dress Code.

Safeguarding

Have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.



PERSON SPECIFICATION

Before completing your application form, please read the person specification and job description carefully. In your supporting statement you should demonstrate how your qualifications, skills and knowledge match the requirements for the post.

Qualifications

Essential:

- Qualified teacher status
- National Award for SEN Coordination, or a willingness to complete it within 3 years of appointment

Experience:

- At least five years teaching experience
- Experience of cross phase working preferred
- Experience of conducting training and leading CPD

Skills and Knowledge

- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Data analysis skills, and the ability to use data to inform provision planning
- a strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so
- a willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments
- influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies
- leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN
- interpersonal skills - for building relationships with parents, teachers, and external professionals
- written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff
- organisation and time-management skills - needed for prioritising and balancing a busy and varied workload
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Other Information

- An enthusiastic commitment to education and working in partnership with families and other adults.
- An ability to use initiative and be flexible.
- An ability to exercise tact and diplomacy.
- Commitment to the protection and safeguarding of children and young people, with up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of children and young people.



- An awareness of Equal Opportunities issues.
 - Play a full part in the life of the school community, to support the aim of 'Excellence for All' and school ethos.
 - Promote actively the school's policies.
 - Willingness to undertake professional development.
 - Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
 - Undertake any other duty as appropriate not mentioned in the above.
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Equal Opportunities

Take responsibility for tackling racism, all types of discrimination and harassment of any kind. Dunraven Educational Trust is an equal opportunity employer committed to diversity and inclusion in the workplace.

Health and Safety

Work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.

Ensure compliance of procedures are observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

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. Be informed of the data held on you during our recruitment process as explained in the recruitment privacy notice on our website.

Safer Recruitment Statement

Dunraven School is committed to the safety and protection of its students. An enhanced DBS check with a barred list check is a condition of employment for this post.

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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Dunraven is a non-smoking and non-vaping environment.