



Fairfields Primary School

Job Description & Person Specification

Job Title	Special Education Needs Co-ordinator - SENDCo
Line Manager	Head & Deputy Head
Hours of Work	Flexible working & potential Job share
52 Week contract	Salary dependent on experience

PURPOSE OF THE ROLE:

As a member of SLT the Special Educational Needs Co-ordinator will:

- Lead, manage and oversee the day-to-day operation of the schools' SEND policy
- Ensure all SEN, PP pupils and disadvantaged underachievers achieve their best
- Raise attainment for all pupils in the above categories
- Develop and maintain an up to date provision map of support for relevant groups
- Manage day-to-day provision for the above groups and deploy relevant staff
- Work closely with the Deputy Head on Assessment
- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Headteacher

N.B. The duties listed below are not an exhaustive list of requirements. The specific nature and balance of these responsibilities will vary according to the needs of the school

MAIN RESPONSIBILITIES

Teaching and Learning in relation to SEN, disadvantaged underachievers and PP	<ol style="list-style-type: none"> 1. To monitor the quality of teaching and learning, including planning for the relevant groups of pupils and share judgements with teachers and support staff as appropriate to inform further improvements 2. To support all staff in understanding these pupils' needs and help to identify and disseminate the most effective teaching methods for them 3. To demonstrate, teach and plan alongside teaching and support staff to ensure best practice 4. To liaise with other leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives 5. To keep abreast of any new developments in the teaching and assessment of the relevant groups 6. To disseminate information and initiatives to all members of staff.
Curriculum development	<ol style="list-style-type: none"> 7. To ensure the curriculum/resources reflect the diverse school community 8. Together with other members of the leadership team, to be responsible for identifying resources and their efficient/effective use 9. To be responsible for managing any budgets for your area (e.g. PP).
Communication	<ol style="list-style-type: none"> 10. To liaise with staff to ensure that there is a consistent approach to teaching and learning for the relevant groups throughout the school 11. To liaise with parents, guardians, staff, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision 12. To provide information for parents, guardians and governors so that they have an understanding of school policies and their implementation.



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Staff development	<ul style="list-style-type: none"> 13. To take part in performance review for TAs and other SEN staff 14. To identify key CPD needs and lead staff meetings as appropriate 15. To provide high quality coaching and mentoring re SEN 16. To be responsible for staff induction (SEN focus only), ensuring that class teachers realise their responsibility towards individuals in the relevant groups
Assessment and Target setting for SEND children	<ul style="list-style-type: none"> 17. To co-ordinate assessment results and target setting for the above groups together with the Deputy Head 18. To ensure that appropriate attainment targets exist for individual pupils in the relevant groups 19. To make use of analysis and evaluate performance data in order to improve pupil attainment for the relevant groups 20. To ensure that relevant pupils have a personalised education plan where their particular needs are identified through robust assessment.
School Improvement Plan	<ul style="list-style-type: none"> 21. To advise the headteacher on the strategic direction and development of all aspects of SEN and to lead development in those areas 22. To help to monitor/evaluate the school improvement plan implementation 23. To contribute to relevant aspects of the school's self evaluation.
Pastoral Support	<ul style="list-style-type: none"> 24. To help ensure that the school's pastoral support systems (e.g. circle time, anti bullying) support effective learning.
Teaching	<ul style="list-style-type: none"> 25. To work closely with teaching/support staff delivering SEN and other group teaching. 26. To plan for and teach intervention groups across both Key Stages as required
Additional Duties	<ul style="list-style-type: none"> 27. To play a full part in the life of the school community, to support its ethos and to encourage other staff and pupils to follow this example. 28. To continue your own personal professional development 29. To be aware of and comply with policies/procedures related to health/safety/security/confidentiality/data protection and report all concerns 30. To share in leading assemblies (as part of the SLT if needed) 31. To assist the Head Teacher as a deputy DSL child protection/safeguarding 32. To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to this role 33. To ensure that you keep your line manager fully informed of any concerns which you have in relation to safeguarding/child protection 34. To be the link person / line manager for art and play therapists 35. Undertake other general tasks relevant to the job, as required.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.



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Fairfields Primary School SENCo/Inclusion Leader PERSON SPECIFICATION

N.B Please address the person specification and not the job description in the statement on your application form. This should not exceed more than two A4 typed sheets of paper.

Attributes	Essential Criteria	Essential	Desirable	How Assessed
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree or equivalent • Evidence of recent relevant professional development • SENCo qualification 	✓ ✓ ✓	✓	Application Form
Professional Experience	<ul style="list-style-type: none"> • Primary Teaching Experience • Understanding of EYFS • Involvement with external agencies • Experience of working with underachieving disadvantaged /SEN/PP pupils • Experience of successful leadership and management within a school • Ability to provide professional leadership/management to a staff team and contribute to the work of other teams to secure high quality teaching/ effective use of resources/improved standards of learning & achievement for all pupils across the school 	✓ ✓	✓ ✓ ✓	Application Form Interview References
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of Primary Curriculum • Knowledge of SEN Code of Practice • Knowledge of how to stimulate underachieving children • Understanding of the importance of creativity in the curriculum • Knowledge of how curriculum can be extended • Understanding of the importance of partnership with parents • Understanding of the importance of community links • Knowledge of relevant legislation, SEN Code of Practice, equal opportunities & disability discrimination legislation & how 	✓ ✓ ✓ ✓	✓	Application Form



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	<p>these apply to pupils with statements as well as those without</p> <ul style="list-style-type: none"> • Knowledge of the range/type of interventions available & ability to apply these appropriately in context of the school's resources/individual child • Knowledge of latest local and national SEN developments/ current educational issues & their relationship to inclusion/ behaviour support/education welfare 	<p>✓</p> <p>✓</p> <p>✓</p>		Interview
Skills	<ul style="list-style-type: none"> • Ability to analyse/prioritise/ meet deadlines • Ability to communicate clearly both verbally & in writing, with energy and conviction to a wide audience • Ability to use ICT to support both the curriculum/work organisation • Ability to work as part of, and contribute to, the whole school team • Ability to select appropriate resources which ensure high quality teaching & learning, accessible to all pupils • Ability to assess needs of individuals to inform lesson planning • Ability to plan appropriately/ motivate all groups of pupils, including the more able • Ability to use assessment data to report on pupil performance to SLT/Governors • Excellent time management skills 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		Application Form Interview
Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusive education/ willingness to respond to needs of individual learners with sensitivity • Positive & resilient with drive/integrity • Ambitious & diligent professional who can motivate/inspire others including pupils/teachers/ parents/governors • Commitment to high standards/equality of opportunity/continuous improvement 	<p>✓</p>	<p>✓</p> <p>✓</p>	Application Form Interview References



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	<ul style="list-style-type: none">• Commitment to safeguarding & promoting welfare of children• Approachable: able to listen & reflect on the needs of all stakeholders and to work closely with outside agencies to promote children's development• Excellent presentation & interpersonal skills	✓		
Continuing Professional Development	<ul style="list-style-type: none">• Evidence of personal commitment to professional development	✓		Interview