



EUREKA PRIMARY SCHOOL

JOB DESCRIPTION – SENDCo /

Looked After Teacher / Deputy DSL / Class Teacher

Title of post:	SENDCo / Class teacher (0.5 contract)
Salary scale:	Main / Upper Scale
Responsible to:	Headteacher

General Duties:

To be responsible for the education and welfare of a designated group of pupils in accordance with requirements of Conditions of Employment for Teachers, having due regard to the requirements of the National curriculum, the schools aims and objectives and policies of the school.

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

SENDCo / INCLUSION

Main Purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents / carers and other agencies.
- The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a Disability.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.

- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Identify a pupil's SEN.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan, or any other plan that receives funding, with parents / carers and the pupil.
- Communicate regularly with parents / carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra curricular activities.

Leadership and management

- 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.
- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET / CPD for staff.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Liaise with, and advise, teaching assistants working with pupils with SEN or a disability.

DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN

The designated teacher for looked after and previously looked after children will take a leadership role in promoting the educational achievement of every looked after and previously looked after child on our school's roll, ensuring that their personal, emotional and academic needs are prioritised.

They will also be the central point of initial contact within the school for the external agencies working with these pupils.

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition).
- Promote a culture in which looked after and previously looked after children are:
 - Prioritised for academic support
 - Encouraged to actively participate in school life
 - Supported to succeed and aspire
 - Able to take ownership of their learning and have opportunities to discuss their progress
 - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

- Set high expectations of looked after and previously looked after children's learning, and ensure teachers set targets that accelerate progress.
- Advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children.
- Advise on the use of assessment for learning approaches to improve the progress of these pupils, and help them and their teachers understand where they are in their learning and their next steps.
- Ensure that the SEND code of practice, as it relates to looked after children, is being followed
- Where any looked after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.
- Ensure that yourself, and other school staff, have strong awareness, training and skills around the specific needs of looked after and previously looked after children and how to support them.
- Work with the school's Designated Safeguarding Lead to ensure any safeguarding concerns regarding these pupils are quickly and effectively responded to.
- Promote good home-school links.
- Support progress by ensuring effective communication with carers, parents or guardians.
- Encourage high aspirations and working with the child to plan for their future success and fulfilment.
- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs.
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked after and previously looked after children, and know how to access further assessment and support where necessary.
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked after pupils' personal education plans.

DEPUTY DESIGNATED SAFEGUARDING LEAD

The Deputy DSL will support the DSL with safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police.

The DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

- Support the DSL with safeguarding and children protection concerns, referrals and on-going support of pupils and families.
- Keep detailed, accurate and secure written chronologies.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff).
- Inform the Headteacher / DSL of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.
- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.
- Obtain access to relevant resources.
- Model best practice and uphold the principles of confidentiality and data protection at all times.

As well as the above, if in the role of DSL, deputising in the absence of the DSL:

- Refer cases of suspected abuse to the local authority children's social care and support staff.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff.
- Refer cases where a crime may have been committed to the police.
- Attend and contribute to child protection case conferences effectively when required to do so
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community.
- Ensure that parents / carers have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Undertake safer recruitment training and support the school to follow best practice.
- Monitor the single central record and ensure it complies with all relevant legislation.
- Provide safeguarding reports to the governing board.

Teaching, Class Management and Assessment

Under the direction of the teacher, teach pupils to achieve progression of learning through:

- Following planning, provide clear structures for lessons, which have high expectations and maintain pace, motivation and challenge.
- Delivering tasks which challenge, inspire and engage pupils.
- Ensuring that children acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Taking responsibility for the organisation and efficient use of the teaching area and resources within it.
- Maintaining good order and discipline among the children and safeguarding their health and safety, while providing a happy, secure environment for all children.
- Promote pupil's independence and co-operation developing their social, emotional and behavioural skills in a variety of situations.
- Making effective use of an appropriate range of observation, assessment and monitoring strategies - assessing how well learning objectives have been achieved.
- Marking and monitoring pupils work, supporting and guiding pupils to reflect on their learning, setting positive targets for improvement and promoting successful independent learning.
- Maintaining a register of pupils and keeping a record of authorised / unauthorised absence.
- Evaluating their own teaching critically to improve effectiveness.

Other Professional Requirements

- To have a working knowledge of teachers' professional duties and legal liabilities.
- To participate in arrangements for Performance Management within school, local and national guidelines.
- To support the schools' Equal Opportunities Policy.
- To be committed to safeguarding and promoting the welfare of pupils in line with school policy and practice.
- To comply with the health and safety policy and inform the appropriate person of potential health and safety issues.
- To actively follow the school's child protection [safeguarding] policy and guidelines.
- To establish effective working relationships and set a good example through their professional and personal conduct.
- To contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- To take responsibility for their own professional development and duties in relation to school policies and practices.
- To liaise effectively with parents / carers and governors.
- To liaise with other agencies as appropriate to ensure pupils' learning and pastoral needs are met.
- To continue to contribute to the development of the school curriculum and teaching methods and their review.
- To develop particular expertise within the curriculum and use this to strengthen the provision of the whole school.
- To contribute to the formulation of the school improvement plan and associated action plans as necessary.
- To undertake other duties and responsibilities as may reasonably be required by the Headteacher.

Eureka Primary school is committed to safeguarding and promoting the welfare of children and young people. Eureka expects all staff and volunteers to share this commitment.