**SENDCo (Full time ideally, part-time negotiable)**

**Post**: Special Educational Needs and Disabilities Co-ordinator

**Job Purpose**: To co-ordinate and monitor the delivery of SEND provision across the school. To support SEND children and the staff working with them to ensure best outcomes.

*SEN Allowance is available for people who already hold the The National Award for Special Educational Needs Co-ordination*

**Duties**:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Head Teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

* Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND and influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
* Monitor teaching and learning activities to meet the needs of pupils with SEND
* To monitor the achievements and welfare of children, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate. Lead the annual review meetings.
* Support the SLT in meeting statutory responsibilities for the Education, Health and Care Plans (EHC plans) and their Annual Review.
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
* Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
* To ensure effective learning in a safe environment

**Recording and Assessment**

* Set targets for raising achievement among pupils with SEND
* Collect and interpret specialist assessment data and use this to inform practice
* Set up systems for identifying, assessing and reviewing SEND
* Establish and monitor interventions to support children with their progress and learning
* Update the SLT and governing body on the effectiveness of provision for pupils with SEND; maintain the information on SEND on the school website.
* Develop understanding of learning needs and the importance of raising achievement among pupils, particularly those who receive the pupil premium grant.
* Oversee and monitor the quality of IEPs and other support plans such as pastoral or behaviour support plans and maintaining detailed information for subsequent meetings with parents.
* Keep parents and carers informed about their child's progress.
* Prepare, collate and write reports for high needs children who require additional support.

**Leadership of SEND provision**

* Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
* Ensure an appropriate cost-effective provision map is in place and regularly monitored for impact.
* Up-to-date knowledge of National and local initiatives which may impact upon policy and practice, including the Special Educational Needs and Disability Act 2014, Children and Families Act 2014 and the Equality Act 2010 and SEND Code of Practice 2014.
* Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
* To support the school with its Christian Distinctiveness.
* Provide training opportunities for learning support staff and teachers to learn about SEND
* Disseminate good practice in SEND across the school.
* Identify resources needed to meet the needs of pupils with SEND; advise the leadership team of priorities for expenditure and manage the SEND budget.
* To contribute to the school’s development plan.
* Develop links with other professionals, agencies, governors and neighbouring schools.
* Management of LSA team on a day to basis inclusive of performance management and strategic deployment throughout the school.
* Strategic lead for the support of very able learners inclusive of tracking and deployment of appropriate intervention strategies.
* To construct and monitor the timetables of the SEND support team.
* Comply and have input to the school's Improvement Plan.
* Participate in staff training when relevant to the post

Undertake such duties that may be required from time to time at the request of the Headteacher

October 2022

***See personal specification below***

**SENDCo Personal Specification**

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| --- | --- | --- | --- |
| **Essential Criteria** | **Met** | **Desirable Criteria** | **Met** |
| **Qualifications**   * Qualified Teacher Status * Evidence of further professional development. |  | * Further Qualifications * Further specialist qualification in an aspect of SEN eg. ASD, SpLD * The National Award for Special Educational Needs Co-ordination |  |
| **Experience**   * At least 3 years successful teaching experience within the primary age range * Experience of working with and planning for pupils with SEND * Professional Knowledge and Understanding * A thorough understanding of what constitutes effective teaching and learning. * A thorough knowledge and understanding of effective monitoring, evaluation and assessment. * A thorough knowledge and understanding of effective practice in teaching all aspects of the curriculum. * Understand when and how to seek advice and support. * A willingness to take responsibility for their own professional development * Adaptable and resourceful to meet new challenges * Support teachers in a creative and inspirational way with high expectations |  | * Knowledge and understanding of the curriculum at Key Stage 1 & 2. * Knowledge and understanding of EYFS and transition preparation into Y1 as well as transition from Year 2 into KS2. * Experience of previous OFSTED Inspections. |  |
| |  |  | | --- | --- | | **Skills**   * Able to chair meetings effectively * Able to communicate effectively orally and in writing to a range of audiences. * Able to produce and maintain accurate and timely records. * Able to plan, organise and prioritise. * The ability to enthusiastically and loyally promote the school’s vision through behaviour, words and actions. * The ability to make decisions in consultation with Senior Leadership Team * The ability to lead a team of SEND support staff & assistants * The ability to be proactive * Have a flexible and positive approach to challenge and change * Competent in the use of ICT in the management of assessment and as a professional tool. |  | |  | * Financial and budgetary skills |  |

**Millbrook Park Church of England Primary School are committed to safeguarding, inclusive practice and equal opportunities for all. All job offers will be subject to successful DBS and reference checks.**