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|  | **Hassocks Infant School**  **SENDCo and Pupil Premium Lead Job Description** |

**Job Details**

**Job Title:** SENDCo and Pupil Premium Lead

*(Special Educational Needs and Disability Coordinator)*

**Salary:** Teachers Main scale 6 – UPS 3

+ SEND Allowance 1

**Hours:** 1 FTE

**Contract Type:** Permanent, full-time

**Reporting To:** Head Teacher

**Responsible for:** Learning support assistants

Intervention support staff

Supporting all teaching and classroom support staff with their expertise and support for pupils

**Teaching Responsibility:** The role includes a 2 day a week teaching commitment for full-time staff. This may include PPA and leadership cover or delivering pupil interventions.

**Main Purpose**

The Inclusion Leader & SENDCo, under the direction of the Head Teacher will:

* Be a key member of the school’s Senior Leadership Team supporting the vision, aims and ethos of the school
* Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school
* Ensure that SEND provision is aspirational and consistently of a high-quality
* Ensure consistency in the delivery of school policies and practices
* Keep paperwork, including records and policies up to date and actioned, as appropriate
* Work in partnership with parents / carers to support SEND and healthcare needs
* Monitor the quality of SEND support delivered by both teachers and support staff, providing coaching and training where relevant
* Ensure that awareness of SEND issues is maintained throughout the school
* Be a role model for staff and pupils through exemplary classroom practice and professional conduct
* Lead implementation and monitoring of policies for children with medical needs and first aid arrangements

**Duties and Responsibilities**

**Strategic development of SEN policy and provision**

* Have a strategic overview of provision for pupils with SEN, disabilities or medical needs 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
* Make sure the SEN policy is put into practice and its 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
* Evaluate whether funding is being used effectively, and suggest 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, a disability or medical need, 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 (LA)
* 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**

* Establish strong, supportive relationships with parents and carers
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services and support for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan (EHCP) with parents or carers and the pupil
* Communicate regularly with parents or carers and the wider school community
* Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Ensure a successful transition for pupils entering the school from Early Years providers and other educational settings
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Act as the school’s designated teacher for looked-after children

**Leadership of the School’s Pupil Premium Strategy**

* Devise a strategy to ensure that disadvantaged pupils and those in receipt of pupil premium are well supported in their academic and personal development
* Ensure that pupil premium funding is used effectively to achieve the objectives of the pupil premium action plan and school improvement priorities
* To liaise with classroom teachers and support staff to support interventions
* Coordinate and take day-to-day responsibility for the organisation of staff in implementing interventions and strategies
* To use a research and evidence-informed approach to support the professional development of others
* Evaluate the impact of provisions for disadvantaged pupils through monitoring and analysis of assessment data
* Provide regular feedback to staff, senior leaders and governors

**Leadership and management**

* Work with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Support the school’s safeguarding procedures by acting as a Deputy Designated Safeguarding Lead
* Ensure that relevant safeguarding leadership training is completed and regularly refreshed
* Act as a key point of contact for Early Help referrals
* 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 and training 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
* Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
* Lead staff appraisals and produce appraisal reports

The SENCO 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 SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

Hassocks Infant School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.