

Job Description

SERVICE AREA: Children and Young People Service

SECTION: Ravensthorpe CE (VC) Junior School

POST TITLE: SENDCo

LOCATION: Ravensthorpe CE (VC) Junior School

GRADE/SCALE: MPS/UPS (+ TLR 2B)



PURPOSE OF POST

The post holder will determine the strategic development of special educational needs and disability (SEND) policy and provision in the school and be responsible for the implementation and overseeing of the day-to-day operation of both national and the school's SEND policy.

As SENDCO, the post holder will lead, manage and maintain high quality SEND provision, which enables high quality teaching and learning experiences, excellent outcomes and success for all pupils. They will provide professional guidance for colleagues, working closely with staff, parents and other agencies.

Aspects of the role will include modelling effective teaching, coaching and training colleagues across the school and line managing staff members who contribute to the graduated SEND provision within school.

As a KS2 Class Teacher, the post holder will plan, provide and evaluate an appropriately broad, balanced, relevant and differentiated curriculum for pupils and ensure delivery of high-quality teaching and learning in line with the school's curriculum offer. They will share and support the corporate responsibility for the well-being, education and behaviour of all pupils.

The post holder will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document and this is taken for granted in this description that these will form the basis of the job. In addition, they will be required to fulfil any reasonable expectations from the Head Teacher.

The post will require you to work in partnership with the Senior Leadership Team, governors and staff to ensure the continuous improvement of the school.

It is appreciated that the nature of any post may change over time. When such changes occur, the post-holder should record and discuss them with their Head Teacher and an agreement made as to whether the job description should be amended as appropriate.

KEY AREAS

1. SENDCO
2. Class teacher
3. General

DUTIES AND RESPONSIBILITY

1. SENDCO

- 1.1 Have a strategic overview of provision for pupils with SEN or disability across the school, monitoring and reviewing the quality of provision
- 1.2 Provide frequent evaluation of whether funding is being used effectively and propose changes to make use of funding more effective
- 1.3 Provide guidance and advice for colleagues on the graduated approach to providing SEND support
- 1.4 Be aware of and link the school's policy and procedure to the provision within the Kirklees local offer and other associated services
- 1.5 Coordinate provision that meets the pupils' needs and monitor its effectiveness within both local and national guidelines and frameworks
- 1.6 To facilitate and encourage a learning experience which provides individual pupils with identified SEND with the opportunity to achieve their individual potential
- 1.7 To support the early identification of SEN pupils and ensure their learning needs are met
- 1.8 To effectively liaise with staff, parents and other professionals/stakeholders to support pupils' learning
- 1.9 To organise SEND support staff effectively in targeting support and raising standards
- 1.10 To assess, record and report on the attendance, progress, development and attainment of SEND pupils and to keep such records as are required
- 1.11 To use the outcomes of ongoing SEND assessment to help shape future planning
- 1.12 To self-evaluate and undertake professional development to help achieve the highest possible standards in SEND
- 1.13 To support staff members and the provision within the Inclusion Base, providing support and guidance to ensure high quality teaching and learning
- 1.14 To attend cluster meetings, participating in all collaborative approaches and completing paperwork as needed

2. CLASS TEACHER

2.1 Teaching and Managing Pupil Learning

- 2.2 Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- 2.3 Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- 2.4 Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

Planning and Setting Expectations / Pupil Achievement

- 2.5 Identify clear teaching objectives, learning outcomes, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- 2.6 Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment and shared with pupils

Assessment and Evaluation

- 2.7 Assess how well learning objectives have been achieved and use this assessment for future teaching
- 2.8 Mark and monitor pupils' class work and homework providing constructive oral and written feedback, setting targets for pupils' progress
- 2.9 Understand the demands expected of pupils in relation to the National Curriculum.

Relationship with Parents and the Wider Community

- 2.10 Prepare and present informative reports to parents
- 2.11 Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context
- 2.12 Liaise with agencies responsible for pupils' welfare
- 2.13 Uphold the good name of the school at all times

Manage Own Performance and Development

- 2.14 Take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects they teach
- 2.15 Share corporate responsibility for the implementation of school policies and practices
- 2.16 Set a good example to the pupils they teach in their presentation and their personal conduct

- 2.17 Evaluate their own teaching and pupils' learning critically and use this to improve their effectiveness
- 2.18 Participate in arrangements for their further training and professional development which aim to meet needs identified through the performance management process

Managing and Developing Staff and Other Adults

- 2.19 Establish effective working relationships with professional colleagues including ETAs and workplace students

Managing Resources

- 2.20 Select and make good use of learning resources including ICT which enable teaching and learning objectives to be met

3. GENERAL

- 3.1 As part of wider duties and responsibilities, the post holder is required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is everyone's responsibility and all staff who, during the course of their employment, have direct or indirect contact with children and families and vulnerable adults, or who have access to information about them, have a responsibility to safeguard and promote the welfare of children and vulnerable adults. There is a duty on organisations to make appropriate arrangements to safeguard and promote the welfare of children and vulnerable adults. Also, government guidance makes it clear that it is a shared responsibility and depends upon effective joint working between agencies and professionals that have different roles and expertise. Please refer to the Kirklees Council Safeguarding Policy at:
<https://www.kirklees.gov.uk/beta/working-for-kirklees/pdf/kirklees-council-safeguarding-policy.pdf>
- 3.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

PPA time shall amount to not less than 10% of the teacher's timetabled teaching time.

PPA time shall be provided in periods of not less than half an hour.

This job description shall be reviewed jointly by the Head Teacher and Post Holder at least once in each academic year or at the request of either party.

RESPONSIBLE TO: HEADTEACHER

RESPONSIBLE FOR: ETAs with a SEND focus

JD Reference No	
JD Prepared / Amended	23 October 2026
Refers to Estab(s)	Ravensthorpe CE (VC) Junior School