



Colnbrook C. of E. Primary School

Job Description

SENDCo/Resource Base Teacher

Grade: MPS1-6/UPS1-3

Main purpose of the post:

The SENDCo, 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 and other agencies
- Fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document (SEND Code of Practice)
- Work collaboratively with pupils and parents/carers to promote positive behaviour among all pupils, and to help pupils overcome barriers to learning such as challenging behaviour
- Coach, support and train staff to implement interventions.
- Plan, deliver and evaluate the impact of social, emotional and mental health interventions.
- Work with external agencies as required.

Duties and Responsibilities

A. 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
- Undertake the process of applying for additional funding (EHCP/Inclusion/Exceptional Funding)
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

B. Operation of 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

C. 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 with parents or carers and the pupil
- Communicate regularly with parents or 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
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour plans
- Plan, deliver and evaluate the impact of activities to use directly with pupils with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support.
- Coach staff to participate in delivering these activities
- Identify education and training providers who offer appropriate opportunities for pupils who have challenging behaviour and/or are disaffected
- Support the reintegration of disaffected pupils and those who have been absent due to suspension
Lead supervision of pupils suspended or otherwise not working to a normal timetable
- Coach, mentor and empower pupils to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these
- Build and maintain productive relationships with all pupils, acting as a role model and mentor

D. Leadership and Management

- To act as a Designated Safeguarding Lead
- 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 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 working with pupils with SEN or a disability
- Lead staff appraisals (TAs) and produce appraisal reports

E. Teaching

- Plan and teach well-structured lessons for pupils accessing the Resource Base, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge

In accordance with the Trust's commitment to follow and adhere to the most recent versions of the Department for Education's (DfE) guidance entitled "Keeping Children Safe in Education" and "Safeguarding Children and Young People and Young Vulnerable Adults Policy" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust.

All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.

You are also required to know and comply with the most recent version of the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People.' You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.

REVIEW

This job description is reviewed on an annual basis and will be used as a focus for the relevant Post Holder's appraisal.

The Headteacher may, from time to time, require the Post Holder to take on further, reasonable responsibilities in order to ensure the school successfully meets its goals. The Local Governing Body and Headteacher reserve the right to negotiate any significant changes to this job description with the Post Holder.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Personal Specification

QUALIFICATIONS & EXPERIENCE	Essential	Desirable
Qualified teacher status	X	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment		X
Degree	X	
EXPERIENCE	Essential	Desirable
Teaching experience	X	
Experience of working at a whole-school level		X
Involvement in self-evaluation and development planning		X
Experience of conducting training/leading INSET		X
Has prior experience as a SENDCo		X
Experience of a wide range of SEN, including complex needs		X
KNOWLEDGE, SKILLS and ABILITIES	Essential	Desirable
Sound knowledge of the SEND Code of Practice	X	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	X	
Ability to plan and evaluate interventions	X	
Data analysis skills, and the ability to use data to inform provision planning		X
Effective communication and interpersonal skills	X	
Ability to build effective working relationships	X	
Ability to influence and negotiate		X
Good record-keeping skills	X	
Knowledge of the National Curriculum	X	

Knowledge of effective teaching and learning strategies	X	
A good understanding of how children learn	X	
Ability to adapt teaching to meet pupils' needs	X	
Ability to build effective working relationships with pupils	X	
Knowledge of guidance and requirements around safeguarding children	X	
Knowledge of effective behaviour management strategies	X	
Sound knowledge of the SEND Code of Practice	X	
PERSONAL QUALITIES	Essential	Desirable
Commitment to getting the best outcomes for pupils and promoting the Christian ethos and values of the school	X	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	X	
Ability to work under pressure and prioritise effectively	X	
Commitment to maintaining confidentiality at all times	X	
Commitment to safeguarding and equality	X	

Signature of post holder:

Date:

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Signature of headteacher:



Date:

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