



<b>Post title:</b>	SENDCo - Part Time
<b>Grade:</b>	Inner London Pay Scales
<b>Responsible to:</b>	The Head Teacher
<b>Responsible for:</b>	SEND support assistants
<b>Purpose of the job:</b>	The SENCO is required to carry out the duties of a schoolteacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards. To ensure all children with Special Educational Needs have an appropriate provision and that they receive a broad, well balance and relevant education.

### Overall responsibility

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate

### Key Accountabilities

#### **Strategic direction and development of SEND provision in the school - to:**

- Establish and maintain policies and procedures, which promote the highest of standards for all children identified with Special educational needs
- Maintain, update and evaluate the whole school provision map to ensure high quality support and cost effective use of resources, including staffing
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Support all staff in understanding the needs of SEND pupils, encouraging a positive approach, upholding the highest of expectations of duty and care for the children we serve
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school development plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head Teacher on the level of resources required to maximise achievement
- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
- Work with parents and families who have a child with SEND offering support and guidance
- Liaise effectively with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND through a multi-agency network, ensuring high quality provision for all
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Achieve constructive working relationships and establish opportunities for support assistants and other teachers to review the needs, progress and targets of pupils with SEND
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEND provision and outcomes
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff

#### **Teaching and learning - to:**

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND
- Collect and interpret specialist assessment data on SEND to inform practice
- Ensure that suitable programmes are planned and developed appropriate to the individual needs and entitlements
- To secure and sustain the effective teaching and support for children with special educational needs through structured monitoring and evaluation of all aspects of teaching and learning through lesson observations, feedback to teaching and support staff, work sampling and pupil conferencing
- Ensure the effective development of the curriculum, across all subject areas, to meet the needs of all children identified with special educational needs
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for tracking the progress of pupils with SEND

**Managing own performance and development:**

- Play a full part in the life of the school community
- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

**Additional responsibilities and general requirements – to:**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Head Teacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

**Safeguarding**

- To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.
- To work in compliance with the school's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.
- To ensure compliance of procedures are observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.
- To understand fully and adhere to the expectations of general data protection regulations (GDPR)

**General Expectations**

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher. This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

**Conditions of employment**

- The post is subject to an enhanced DBS disclosure and suitability check
- This job description may be amended at any time according to the changing priorities of the school as identified within the school's development plan, after discussion with the post holder.
- This job description will be reviewed one year after appointment.



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This document outlines the requirements of this position. Applicants are asked to demonstrate their understanding and experience of the criteria listed in each section. The selection panel will only shortlist candidates who meet the essential criteria.

Selection criteria – all are essential except those marked * which are desirable	
Qualifications	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>
	<ul style="list-style-type: none"> <li>National Qualification for Special Educational Needs Co-ordination</li> </ul>
	<ul style="list-style-type: none"> <li>Further specialist qualification in an aspect of SEND eg. ASD, SpLD *</li> </ul>
	<ul style="list-style-type: none"> <li>Proven track record of CPD</li> </ul>
Experience, Professional knowledge and understanding	<ul style="list-style-type: none"> <li>At least 5 years successful teaching experience within the primary age range</li> </ul>
	<ul style="list-style-type: none"> <li>Record of effective quality first teaching within the primary phase</li> </ul>
	<ul style="list-style-type: none"> <li>Knowledge and understanding of the expectations within the EYFS and National Curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion and pastoral care</li> </ul>
	<ul style="list-style-type: none"> <li>Experience of working with children with special educational needs and complex needs</li> </ul>
	<ul style="list-style-type: none"> <li>Knowledge of the range and types of interventions available</li> </ul>
	<ul style="list-style-type: none"> <li>Experience of writing Individual Support Plans, applications for Educational Health Care Plans and referrals to external agencies, including funding applications</li> </ul>
	<ul style="list-style-type: none"> <li>Experience of monitoring and evaluating effective teaching and learning*</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community</li> </ul>
	<ul style="list-style-type: none"> <li>Proven experience in effective liaison with a range of outside agencies</li> </ul>
	<ul style="list-style-type: none"> <li>Confident use of technology and Computing, including classroom technologies</li> </ul>
Abilities and skills	<ul style="list-style-type: none"> <li>Show a willingness to demonstrate commitment to the values and ethos of St John the Divine Primary School</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to lead and manage people to work effectively, both individually and in teams</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to use performance data to inform provision mapping and planning</li> </ul>
	<ul style="list-style-type: none"> <li>Produce and update CAF forms, EHC plans and other statutory documents</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to deal sensitively with people – hold high levels of discretion and confidentiality</li> </ul>
	<ul style="list-style-type: none"> <li>The Ability to organise work effectively, demonstrating excellent time and management skills and the ability to analyse, prioritise and meet deadlines</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens</li> </ul>
	<ul style="list-style-type: none"> <li>Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>A commitment to inclusive education and a willingness to respond to the needs of all learners</li> </ul>
	<ul style="list-style-type: none"> <li>The ability to encourage learning by building positive relationships</li> </ul>
	<ul style="list-style-type: none"> <li>Ambition, energy, enthusiasm, determination and drive to develop your role</li> </ul>
	<ul style="list-style-type: none"> <li>Reliability, professionalism and integrity</li> </ul>

