

JOB DESCRIPTION

Reading Borough Council	Department/Division: Education
Post Reference No:	Location: St Michael's Primary School
Job Title: SENDCo	Grade/Salary Range: MPS/UPS plus SEN allowance depending on qualifications and experience

JOB PURPOSE

- To have a clear overview of the day to day provision made by the school for pupils with SEN, including taking an active role in monitoring to ensure that the school's systems for promoting positive behaviour and attitudes to learning are effective
- To provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils
- To work in partnership with classroom teachers to provide individual education and behaviour support plans for children experiencing learning and/or social, emotional and behavioural difficulties
- To ensure that any pupil identified as having a special need, including those with a behavioural difficulty, is entered on the SEN register and then is appropriately followed through in terms of the Code of Practice suggested procedures
- To deliver CPD to all staff
- Undertake the teaching of SEND children, as required.
- To innovate, co-ordinate and manage support staff
- To assess the success of interventions through the analysis of data
- To continue the development of effective relationships with all members of our school community, including outside agencies
- To lead and coordinate meetings with parents / carers and professionals from outside agencies
- To work in partnership with the Assitant Head (Inclusion and SENDCo) to support in the design and delivery of the curriculum for our nurture children.
- To support children's behaviour by taking a therapeutic approach.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Duties and Conditions:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. This job description may be modified by the Headteacher, with the post holder's agreement, to reflect or anticipate changes in the job.

Responsible to: The Assistant Headteacher (Inclusion and SENDCo)

MAIN DUTIES AND RESPONSIBILITIES

Development of SEN provision in the school

- To contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development
- To support staff in understanding the learning needs of pupils with SEN including social, emotional and behavioural difficulties and the importance of raising their achievement
- To contribute to and help review and evaluate the school Raising Attainment Plan from the point of view of SEN
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- To monitor the progress made in setting objectives and targets for pupils with SEN including social, emotional and behavioural difficulties
- To assist in the evaluation of the effectiveness of teaching and learning and use this analysis to guide further improvement
- To advise the Assistant Headteacher on the level of resources required to maximise the achievements of pupils with SEN including those with social, emotional and behavioural difficulties
- To liaise with and coordinate the contribution of external agencies

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- To ensure that paperwork is prepared in a timely manner for EHCP applications and annual reviews
- To grow our school nurture provision to provide a therapeutic resource that meets the need of our SEN children.
- To ensure that children's mental health remains a priority across the school

Teaching and Learning

- To teach SEND pupils, as required, within mainstream or the nurture department.
- To support SEND pupils with behaviour by taking a therapeutic approach.
- To support the identification of, and disseminate the most effective teaching approaches for pupils with SEN including social, emotional and behavioural difficulties
- To collect and interpret specialist assessment data gathered on pupils and use it to inform practice
- To work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievement are set for pupils with SEN including social, emotional and behavioural difficulties
- To liaise with the Assistant Head teacher to monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN including social, emotional and behavioural difficulties
- To develop systems for monitoring and recording progress made by pupils with SEN including social, emotional and behavioural difficulties towards the achievement of targets set
- To maintain effective partnerships between parents and the school's staff so as to promote pupils' learning and provide information to parents about targets, achievements and progress
- To pass relevant information and new initiatives onto relevant staff through coaching/mentoring and staff training
- To embed the principals of the therapeutic behaviour strategy across the school

Efficient and effective deployment of resources

- To establish staff and resource requirements to meet the needs of pupils with SEN including social, emotional and behavioural difficulties, advise on likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school
- To organise and coordinate the deployment of learning resources, including IT, and monitor their effectiveness for pupils with SEN including social, emotional and behavioural difficulties across the school.
- To maintain existing resources and explore opportunities to develop or incorporate new resources

Leading and managing staff

- To help staff to achieve constructive working relationships with all pupils
- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
- To ensure the establishment of opportunities for teachers, teaching assistants and other classroom assistants to review the needs, progress and targets of pupils with SEN including social, emotional and behavioural difficulties
- To provide regular information to the Assistant Headteacher, as requested, on the evaluation of the effectiveness of provision for pupils with SEN including social, emotional and behavioural difficulties to inform decision-making and policy review
- To advise, contribute to and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN including social, emotional and behavioural difficulties, including the passing on of relevant information and new initiatives
- To plan and lead regular meetings, in line with the agenda for school development, for all classroom support staff

General

- To evaluate and seek to improve own practice
- Read and implement all school policies
- Be aware of the school's Confidentiality Policy
- Staff have a responsibility to Safeguard and promote the welfare of pupils and must demonstrate a commitment to inter-agency working

What level of DBS check is required for this post? ~~NONE/STANDARD/ENHANCED~~

Does the post require a Protection of Vulnerable Adults (POVA) check? ~~YES/NO~~

Does the post require a Protection of Children Act (POCA) check? ~~YES/NO~~

What other security/safer recruitment clearances are required for this post (excluding standard identity/work permit/education qualification checks)? – Please specify Childcare Disqualification Declaration

Is this post 'politically restricted'? ~~YES/NO~~

What Level H&S Responsibilities are applicable to this post? ~~LEVEL 1~~/LEVEL 2/~~LEVEL 3~~
Signed:

Date:

PERSON SPECIFICATION		 Reading BOROUGH COUNCIL
Reading Borough Council		Department/Division: Education Caversham Park Primary School
Job Title: SENDCo		Post Reference No:
Qualifications		
Essential:		
<ul style="list-style-type: none"> • Must possess Qualified Teacher status. • The National Award for Special Educational Needs Co-ordinators or a commitment to completing the training 		
Experience		
You will have:		
<ul style="list-style-type: none"> • Recent mainstream experience of whole class teaching or current SENDCo role • Experience of working with pupils with social, emotional and behavioural difficulties • Experience of managing support staff • Experience of using intervention programmes • Experience of producing IPPs, Provision Maps and target setting • Experience of working with outside agencies • Experience of evaluating what makes effective teaching and learning 		
Knowledge and understanding		
You will have:		
<ul style="list-style-type: none"> • Knowledge of the National Curriculum and EYFS curriculum • The ability to provide effectively for the individual needs of all children • An understanding of the processes which lead to raising standards of teaching and learning • Full working knowledge of relevant polices/codes of practice/legislation • An understanding of the barriers which present themselves to children who have SEN including social, emotional and behavioural difficulties 		
Skills and attributes		
You will have:		
<ul style="list-style-type: none"> • A commitment to teaching and a willingness to learn through CPD • The ability to plan effectively to meet the needs of all children • The ability to be part of a learning environment which values and enables everyone equally • High expectations and set challenging objectives • A sound knowledge of planning and assessment techniques • Accurate written and oral language • Good interpersonal skills • The ability to work closely with all staff both in the classroom and on whole school issues • Good ICT skills • The ability to plan and manage your workload • Ability to analyse data and use the findings to plan for school development 		
You will be:		
<ul style="list-style-type: none"> • Able to demonstrate good quality teaching • Able to provide support and training for colleagues • Sensitive towards the feelings of others • Able to set high expectations of pupils' behaviour and establish a clear framework for classroom discipline, in line with the school policy, promoting self-control and independence • Able to communicate effectively and sensitively • Flexible and willing to be involved in the corporate life of the school • Able to take responsibility for safeguarding and promoting the welfare of all children • Able to manage your own time • Proactive • Reliable • Motivated and able to motivate others 		