

JOB DESCRIPTION

| SENDCo | |
|------------------------|---|
| Scale | MPS/UPS |
| Hours | 0.6fte |
| Section | Teaching Staff |
| Responsible to | Headteacher |
| Responsible for | Teaching Assistants supporting SEN children |

| | |
|--------------------|--|
| Job Purpose | <p>The SENDCo, under the direction of the headteacher, will:</p> <ul style="list-style-type: none"> • 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 • The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD |
|--------------------|--|

| | |
|--------------------------------------|---|
| Duties & Responsibilities | <p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> • 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 • 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 <p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> • 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 |
|--------------------------------------|---|

| | |
|--|--|
| | <p>meet pupils' needs effectively, including staff deployment</p> <ul style="list-style-type: none"> • 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 <p>Support for pupils with SEN or a disability</p> <ul style="list-style-type: none"> • 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 (EHCP) with parents or carers and the pupil • Communicate regularly with parents or carers • Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil • Identify students who may be in need of additional support • Plan and deliver interventions for specific pupils, both 1:1 and in small groups • Create an environment that supports all pupils with additional needs to reach their full potential • Track and monitor progress of pupils in need of additional support, e.g. with SEND • Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities <p>Leadership and management</p> <ul style="list-style-type: none"> • 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 • Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability • Share procedural information, such as the school's SEN policy <p>Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability</p> <p>Other areas of responsibility</p> <ul style="list-style-type: none"> • Deputy Designated Safeguarding lead |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> • Responsibility for EAL and NtE children • Designated Teacher for looked after and previously look after children within the school (see below): <p>Responsibilities:</p> <ul style="list-style-type: none"> • Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked after and previously looked after children at a disadvantage (for example, procedures such as induction and transition) • Promote a culture in which looked after and previously looked after children are: <ul style="list-style-type: none"> ○ Prioritised for academic support ○ Encouraged to actively participate in school life ○ Supported to succeed and aspire to further and higher education or highly skilled jobs ○ Able to take ownership of their learning and have opportunities to discuss their progress ○ Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner <p>Teaching and learning</p> <ul style="list-style-type: none"> • Set high expectations of looked after and previously looked after children's learning, and ensure teachers set targets that accelerate progress • Advise teachers on differentiated teaching strategies appropriate for looked after or previously looked after children <p>Advise on the use of assessment for learning approaches to improve the progress of these pupils, and help them and their teachers understand where they are in their learning and their next steps</p> <p>The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</p> <p>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 SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher</p> <ul style="list-style-type: none"> • Have due regard for safeguarding and welfare of children and young people and to follow the child protection procedures adopted by the Trust • Participate in the school's appraisal process. • The post holder will be responsible for their own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the MAT Health and Safety policies. • Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the school therefore retains the right to amend job descriptions to reflect changing requirements. • Perform any other reasonable tasks within the range of the salary grade |
|--|--|

Person specification

| CRITERIA | QUALITIES |
|------------------------------------|--|
| Qualifications and training | <ul style="list-style-type: none">• Qualified teacher status• National Award for SEN Co-ordination is essential• Degree |
| Experience | <ul style="list-style-type: none">• Teaching experience• Experience of working at a whole-school level• Involvement in self-evaluation and development planning• Experience of conducting training/leading INSET |
| Skills and knowledge | <ul style="list-style-type: none">• Sound knowledge of the SEND Code of Practice• Understanding of what makes 'quality first' teaching, and of effective intervention strategies• Ability to plan and evaluate interventions• Data analysis skills and the ability to use data to inform provision planning• Effective communication and interpersonal skills• Ability to build effective working relationships• Ability to influence and negotiate• Good record-keeping skills |
| Personal qualities | <ul style="list-style-type: none">• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality |

Stowe Valley MAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Disclosure.

COMMITTED TO EQUAL OPPORTUNITIES