



The Raglan Schools SENDCo



Do you have a passion for supporting pupils with special educational needs?

The Raglan Schools is a Federation of Raglan Infant and Junior schools with 930 pupils and a team of 120 staff. We are a large organisation in the Bush Hill Park area of Enfield. OfSTED have rated the Infant School Outstanding (July 2024) and the Junior School as Good (November 2019).

The SENDCo role works across all phases from Nursery to KS2 and is supported by a 3-day Assistant SENDCo. The role would suit an experienced teacher who is able to support staff with the provision for pupils with special needs and disabilities, so they can make good progress from their starting points

This role is not class based, although the SENDCo will be expected to lead some intervention groups and individual support. The SENDCo qualification is a requirement, but the school will support a suitable candidate if they have yet to achieve it.

SENDCo

Contract

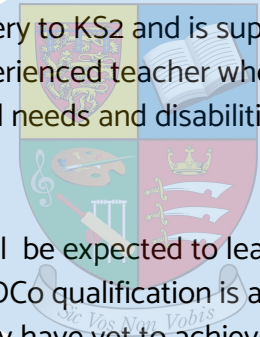
Full Time, Permanent.
Starts January 2025

Salary

MPS/UPS + TLR2b (£5,651)
Outer London

Closing date

Thursday 17th October (12 noon)





We are looking for a SENDCo who is:

- An excellent classroom practitioner and role model;
- A great communicator with excellent organisational skills and interpersonal skills;
- Able to support and develop other staff;
- Knowledgeable in SEND

At Raglan we are able to offer:

- A supporting and hardworking team of staff;
- Keen and enthusiastic learners;
- Professional development to suit your stage of development;
- Expectations from leaders that are manageable and supportive.

If this role has sparked your interest then please download a pack and come and visit us. You can book a tour and come and discuss the role further with one of our leaders. To book a visit, go to our website at www.raglanschools.org. Alternatively, you can contact Emma at jobs@raglanschools.org

The closing date for applications is Friday 17th October at 12 noon. Please submit an application form and send it with a supporting letter/statement outlining your suitability for the post. Applications should be made online.

SENDCo

Contract

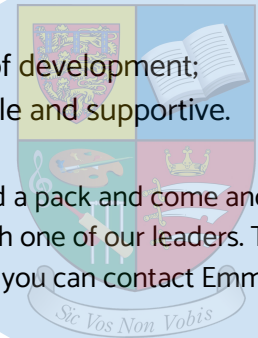
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Job Description

Job purpose

- Assist in the strategic development of SEN policy and provision in the school
- Be responsible for day-to-day operation of SEN policy and coordination of provision to support pupils with additional needs
- Provide guidance and support to colleagues, working closely with staff, parents and other agencies

Roles and responsibilities

This is not a class based role but all teachers are subject to the teacher job description in addition to the roles and responsibilities set out below:

General

- 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 and play an active part in the Inclusion team;
- identify training needs for staff and how to meet these needs;
- lead effective INSET for staff;
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- With support, lead appraisals for some Teaching Assistants

Support for Pupils



- use the graduated approach of assess, plan, do, review, with data and advice from external agencies, to help Identify a pupil's SEN;
- coordinate provision that meets the pupil's needs, and monitor its effectiveness;
- secure and sign post relevant services for the pupil;
- ensure records are maintained and kept up to date including provision maps and pupil files;
- gather evidence and apply for statutory assessment when required
- review the education, health and care plan with parents or carers and the pupil;
- communicate regularly with parents or carers through meetings, letters, emails and phone calls;
- ensure that if the pupil transfers to another school, all relevant information is conveyed to the receiving school 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

Co-ordinating SEN 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;
- monitor and analyse assessment data for pupils with SEN or a disability;
- identify, implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Strategic Overview

- Have a strategic overview of provision for pupils with SEN or 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;
- encourage all members of staff to recognise and fulfill their statutory responsibilities to pupils with SEN.
- maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice;
- evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Designated Teacher for Looked-After Children

- Be the Designated Teacher for Looked-After Children and liaise with the Virtual Headteacher and team;
- Oversee the personal plans for Looked-After, Adopted and children in a special guardianship arrangement
- Support staff accordingly with this group of pupils.

School Community

- to support partnerships with parents and carers, governors, other schools and organisations;
- to support the extended areas of the school community including after school clubs, Raglan Wrap Club and The Hub;
- to prepare reports and where appropriate attend Governing Body Meetings as directed by the Headteacher;
- to promote and/or support the wider activities of the federation including the RSA;

Expectations for all staff:



1. Promote and follow the positive behaviour policy of the school
2. Celebrate success of pupils and staff and the federation
3. Support the wider aspects of school life including events and special occasions
4. Be aware of the early signs of bullying and disruptive behaviour and intervening as necessary
5. Ensure that any pupils who have had an accidents or feel unwell are referred to the Welfare Officer
6. Accompanying classes on school trips where necessary
7. Attend staff training including training days as appropriate
8. Promote equality of opportunity
9. Follow safeguarding Guidelines and Child Protection policy / procedures
10. Keep their own performance under review, contributing to monitoring, evaluation and review and participate in appraisal
11. Contribute to producing / delivering priorities in the School Development Plan;
12. Be committed to achieving the federation aims and values
13. Work in partnership and professionally with all colleagues including the Governing Body; Respond promptly to concerns from parents, staff or students
14. Have regards for and act in accordance with Health and Safety policy and practice



Further Details



Details and Process

1. The post has become available due to the retirement of the current post holder.
2. The post is from 1st January 2025 and is a full-time position
3. The post is paid at MPS or UPS depending on experience plus TLR2b (£5,651). The school is situated in Outer London
4. This post is not class-based so the SENDCo is expected to manage their time effectively
5. Your application should include a supporting statement which should outline your suitability for the post of SENDCo
6. CVs are not accepted for this post
7. The closing date is Thursday 17th October (12 noon)
8. Interviews are expected to take place before half term and the resignation deadline of 31st October.



PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status (E)• Evidence of professional development relevant to this role (E)• SENDCo qualification (D)
Experience	<ul style="list-style-type: none">• Teaching within the primary phase, including evidence of outstanding teaching across one or more key stages (E)• Teaching within EYFS or Key Stage 1 (D)• Proven ability in leadership including school development and/or improvement (D)• Supporting other staff such as coaching, mentor etc (E)• Implementing teaching and learning strategies to improve quality and pupil attainment (E)



PERSON SPECIFICATION

Skills and knowledge	<ul style="list-style-type: none">• Expert knowledge of curriculum requirements (E)• Expert knowledge of SEND requirements (E)• Expertise working with pupils with SEND (E))• Excellent classroom practice, constantly showing a positive and resilient approach to pupils and staff (E)• Robust understanding of Safeguarding and Keeping Children Safe (E)• Excellent communication and organisational skills (E)• Good IT skills (E)• Working knowledge of Google Workspace Tools (D)• Ability to communicate a vision and inspire others (E)• Ability to build effective working relationships with staff and other stakeholders (E)
Personal qualities	<ul style="list-style-type: none">• High expectations for all pupils and belief in bringing out the best in all (E)• Commitment to upholding and promoting the ethos and values of the school (E)• Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school (E)• Ability to work under pressure and prioritise effectively (E)• Commitment to maintaining confidentiality at all times (E)• Commitment to equality (E)

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The school is highly ambitious for every pupil to learn a broad range of knowledge and skills. Pupils rise to the school's high expectations. Because of this, all pupils, including those with special educational needs and/or disabilities (SEND), attend well and achieve highly by the time they leave Year 2 for junior school.

OfSTED, July 2024

Age Range	3-11 year including nursery	Location	Bush Hill Park, Enfield EN12NS
Type of School	Federation of Infant and Junior Schools (Community)	Leadership Team	HT, DHT, 3 x AHTs SBM
Number of Children	930 across 31 classes including nursery	Number of Staff	120 including 49 teachers
Pupil Premium	16% Infants 19% Juniors	EHC Plans	16 Infants 27 Juniors
EAL	30% Infants 49% Juniors	LAC/pLAC/ SG	10 pupils (including 2 Looked-After)
OfSTED	Infants - Outstanding (July 2024)	OfSTED	Juniors - Good (November 2019)

School Context



All schools and services in Enfield are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our schools is expected to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.

[Apply Online](#)

More about Raglan and the job:

- ◆ www.raglanschools.org
- ◆ [@raglanschools](https://twitter.com/raglanschools) (Twitter)
- ◆ 0208 360 5121
- ◆ jobs@raglanschools.org