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Ferry Lane Primary School Tel: 0208 8015233

Jarrow Road

London e-mail: admin@ferrylane.haringey.sch.uk

N17 9PP

Headteacher: Mrs Lisa Rawashdeh

A class based SENDCO is required from September 2022 on a **1 year fixed term** basis, with the possibility of a permanent contract thereafter.

Salary: MPS/UPS + TLR

We are looking for a SENDCO who is:

* Outstanding, creative and inspirational
* Is committed to inclusion
* Has the desire to maintain the highest standards of provision for SEND pupils

Ferry Lane Primary School is a one-form entry school in the heart of Tottenham. We believe that all pupils should be supported to meet their full potential and achieve good or excellent progress during their time at the school.

The SENDCO will be responsible for ensuring that provision meets individual pupil needs, and work to eradicate achievement and attainment gaps (where identified) for pupils with SEND. The SENDCO will work with colleagues to ensure that both academic and pastoral provision for pupils with SEND is excellent.

**The ideal candidate must have the following:**

* Hold QTS and NASENDCO
* Be experienced in SEN and interventions for students with SEN
* Have a proven track record in leading & managing aspects of inclusion
* Be committed to raising standards for all students
* Have strong leadership and good organisational skills
* Has the desire to maintain the highest standards of provision for
SEND pupils
* Be committed to inclusion
* Be creative, inspirational with excellent communication skills,
* Have enthusiasm, resilience and warmth
* Have the desire to contribute to the wider life and ethos of Ferry Lane Primary School
* Help foster a culture of high expectations and achievement

You will be joining an excellent team which has a relentless focus on raising achievement.

We can offer highly motivated, happy and confident children and a dedicated, flexible team to work alongside.

We are committed to safeguarding and the PREVENT strategy and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

We are an equal opportunities employer and we are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender reassignment, age, disability, religion or belief, sex, sexual orientation, marital status, pregnancy/maternity or race

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role

**Closing date: 9am on 19th May 2022 (We accept digital and paper applications)**

**Interview Dates: Week beginning 23rd May 2022**

**Visits to school are warmly welcomed from 11th May 2022 - 18th May 2022. Please call the school office or email Sam Hall at admin@ferrylane.haringey.sch.uk to arrange.**

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**SENDCO JOB DESCRIPTION**

Ferry Lane Primary School is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Job details**

**Job title: Special Educational Needs Co-ordinator (SENDCO) with responsibility for a KS1 or KS2 class**

**Salary:** Main Scale/UPS + TLR

**Contract type:** Full time, Fixed term 1 year (with possibility of permanent contract thereafter)

**Reporting to:** Headteacher

**Main purpose**

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
* The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
* Have responsibility for a Key Stage 1 or Key Stage 2 class

**Duties and responsibilities**

**Strategic development of SEND 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 and school development plan, particularly with respect to provision for pupils with SEN or a disability
* Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan
* 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
* Advise the headteacher of progress on the school improvement plan for SEND

**Operation of the 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 (LA)
* Analyse assessment data for pupils with SEN or a disability
* Implement and oversee intervention groups for pupils with SEN, and evaluate their effectiveness
* Track monitor and progress of pupils in need of additional support e.g. with SEND
* Advising and supporting other members of staff e.g. teachers and teaching assistants
* Liaise with class teachers to identify and support pupils in need of additional support
* Identify pupils who may need additional support and through further and through further assessment identify any SEN needs
* Lead meetings to review Pupil Passports and learning plans with class teachers and parents
* Arrange and chair annual reviews
* Supervise teaching assistant and other members of staff carrying out interventions
* Monitor short-term planning to ensure that individual needs are being met, through the use of Pupil passports and learning plan
* Be responsible for ensuring that all pupils on the register have Pupil Passports and learning plans, which are implemented, rigorously monitored, and reviewed
* Maintain comprehensive and informative assessment, recording and reporting systems for pupils on the SEND register, including baseline assessment
* Monitor the effectiveness of Pupil Passports and learning plan
* Monitor provision to ensure that it meets statutory requirements at all times
* Prepare applications for Statutory Assessment where necessary

**Support for pupils with SEN or a disability**

* 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
* 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

**Leadership and management**

* 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
* Meet regularly with teaching assistants (TAs) working with pupils with SEN or a disability
* Review staff performance on an ongoing basis
* Meet regularly with the school’s senior leadership team, attending meetings, briefings and debriefings as required
* Advise the Inclusion Governor on the developments and changes in relation to inclusion through regular monitoring visits

**Working with staff, parents and external agencies**

* Liaise with teaching staff and external agencies in order to co-ordinate provision and monitor the effectiveness of the provision for pupils in the key groups working alongside post holders (EAL/PP/PLAC/Safeguarding).
* Ensure the communication between teachers and parents about specific interventions/support in place for their child, is taking place and attend meetings where relevant.
* Contribute to regular access and inclusion meetings to ensure the effective use of the school’s resources for particular key groups
* Monitor and evaluate in conjunction with other colleagues the implementation of the curriculum for the key groups

**Class Teacher**

The current School Teachers’ Pay and Conditions document describes the duties, which are required to be undertaken by a Class Teacher in the course of their employment. In addition certain particular duties are reasonably required to be exercised, and completed in an exemplary manner. It is the contractual duty of the Teacher to ensure that their professional duties are discharged effectively. The Teacher will also have due regard to the National Curriculum, the school’s mission statement, objectives and schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all pupils.

**Responsibilities:**

* Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below
* To carry out the professional duties covered by the latest School Teachers’ Pay and Conditions Document. The Teacher will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England
* Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
* Maintain the positive ethos and core values of the school, both inside and outside the classroom
* Promote the school’s mission statement and the general ethos of the school
* Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.

**Class Teacher Duties**

* Implement agreed school policies and guidelines
* Support initiatives decided by the Headteacher and staff
* Plan appropriately to meet the needs of ALL pupils, through differentiation of tasks
* Be able to set clear targets, based on prior attainment, for pupils’ learning
* Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils
* Keep appropriate and efficient records, integrating formative and summative assessment into planning
* Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
* Report to parents on the development, progress and attainment of pupils
* Promote the school’s code of conduct amongst pupils, in accordance with the school's behaviour policy
* To have exemplary classroom management
* Participate in meetings which relate to the school's management, curriculum, administration or organisation
* Communicate and co-operate with specialists from outside agencies
* Make effective use of ICT to enhance learning and teaching
* Lead, organise and direct support staff within the classroom when appropriate
* Participate in the performance management system for the appraisal of their own performance, or that of other teachers
* To develop effective working relationships with all members of the school community with sensitive regard for issues connected with race, gender, disability, ethnic, cultural origin or social circumstances.

The above duties are neither exclusive nor exhaustive and a Class Teacher may be required by the Headteacher to carry out other appropriate duties within the grading level of the post and the competence of the Teacher.

**Safeguarding**

* Working line with statutory safeguarding guidance (Keeping Children Safe in Education, PREVENT and our safeguarding and child protection policies.
* Work with the designated safeguard lead (DSL) to promote the best interests of our pupils, including sharing concerns when necessary.
* Promote the safeguarding of all pupils in the school.

**Other areas of responsibility**

**DDSL** (as an additional member to the existing DDSL team)

As a DDSL you will be responsible for managing any safeguarding concerns that are designated to you.

**Medical plans and medication**

* Keeping medical plans and medical one page profiles up to date for the children with medical needs
* Keeping medical register/overview up to date and ensuring parents replace medicine kept in school when it expires
* Liaising with parents and the school nurse around medical needs
* ​Organizing training related to new and existing medical needs in the school
* Keeping staff updated on children's medical needs

**Mental health lead**

* Overseeing the school's approach to mental health and wellbeing
* ​Coordinating and monitoring Place 2 Be sessions ran by a TA
* Liaising with the mental health support team around support needed for children, parents and staff
* Attending termly emotional wellbeing forums

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.

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 headteacher/line manager.

This job description may be amended at any time in consultation with the postholder.

**Ferry Lane Primary School**

*SENDCO and Class Teacher*

**Person specification**

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| CRITERIA | QUALITIES E - EssentialD- Desirable |
| **Qualifications and training** | * Qualified teacher status (E)
* National Award for SEN Co-ordination (D) or a willingness to complete it within 3 years of appointment (E)
* Degree (E)
* Track record of good or outstanding teaching (E)
* Designated Safeguarding Lead (D - willingness to undertake training)
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| **Experience** | * Teaching experience [minimum of 4 years] (E)
* Experience of working at a whole-school level (E)
* Involvement in self-evaluation and development planning (E)
* Experience of conducting training/leading INSET (E)
* Experience of being a SENDCO (D)
* An understanding and appreciation of the needs of pupils of all ages and ability in first/primary age range (E)
* Record of raising achievement of SEND pupils (E)
* Experience of teaching children from a range of backgrounds and abilities
* KS1/KS2 teaching experience (E)
* Experience of planning, implementing, assessing and tracking pupil progress across the curriculum. (E)
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| **Teaching and Learning**  | * Clearly articulated understanding of the nature of children’s learning and how this relates to the curriculum and best practice in KS1/KS2 (E)
* Knowledge of children’s development in and the teaching of literacy and mathematics in KS1 or KS2(E)
* Understanding of an integrated curriculum(E)
* An ability to skilfully and appropriately manage a classroom and deal with behavioural issues in a sensitive, positive, emotionally responsive manner(E)
* Use of a variety of high quality, creative, innovative teaching methods(E)
* Understanding of assessment practice in KS1 or KS2 and use of data and progress tracking to ensure all learners achieve(E)
* Understanding of how to use assessment to inform planning for good teaching and learning (E)
* Understanding of how to give effective feedback to children. (E)
* Understanding of how to achieve good progress for all children in an inclusive classroom including those with special educational needs and those who are more able(E)
* Experience with children with SEND within a class(E)
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| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice (E)
* Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies (E)
* Ability to plan and evaluate interventions (E)
* Data analysis skills and the ability to use data to inform provision planning (D)
* Effective communication and interpersonal skills (E)
* Ability to use evidence to make decisions and prioritise actions(E)
* Ability to build effective working relationships (E)
* Ability to influence and negotiate (E)
* Good record-keeping skills (E)
* Is a successful class teacher showing commitment to both academic and general welfare of pupils (E)
* Has the ability to communicate effectively with team members and is able to demonstrate the impact of action taken (E)
* Effective behaviour management skills and is able to coach others to develop their skills in this area (E)
* Ability to deal sensitively with vulnerable pupils and their families. (E)
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| **Personal qualities** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school (E)
* Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability (E)
* Ability to work under pressure and prioritise effectively (E)
* Commitment to maintaining confidentiality at all times (E)
* Good understanding of effective safeguarding procedures & evidence of commitment to safeguarding children. (E)
* Experience with budgeting (D)
* Professional integrity and a deep commitment to inclusive education(E)
* Commitment to the promotion of an effective home/school partnership as essential in supporting pupils’ learning (E)
* Approachable and the ability to form good relationships with staff, pupil, parents and carers (E)
* A commitment to furthering own professional understanding and expertise(E)
* An openness to feedback, supervision and new ideas(E)
* Energetic and enthusiastic with a positive ‘can do’ approach(E)
* Excellent communication skills (E)
* Excellent organisation and time management skills(E)
* Ability to maintain confidentiality(E)
* Commitment to the protection and safeguarding of pupils(E)
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