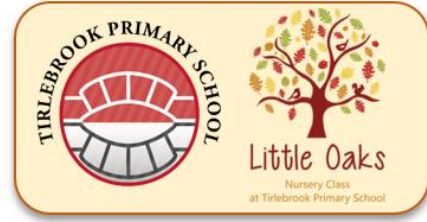


**Tirlebrook Primary School
and
Little Oaks Nursery
SENDCo & Class Teacher**



ROOTED IN COMMUNITY ~ NURTURING EVERY CHILD TO THEIR FULL POTENTIAL

BELONGING ~ EMPATHY ~ AMBITION ~ RESILIENCE

Tirlebrook Primary School, Brensham Road, Tewkesbury, Gloucestershire, GL20 8EW

admin@tirlebrook.gloucs.sch.uk

01684 293549

Job title: Special Educational Needs and Disabilities Coordinator (SENDCo) with Teaching Commitment (0.4)

Salary: MPS / UPS

Contract type: Permanent

Hours: Full time

Reporting to: Headteacher

Responsible for: Teaching Partners

Job Description

Main Purpose of the Role

The SENDCo with Teaching Commitment is responsible for the strategic leadership and operational management of SEND provision across the school, alongside delivering high-quality teaching.

The postholder will:

- lead the development and implementation of inclusive practice and ensure all pupils with SEND achieve their full potential
- fulfil the professional responsibilities of a teacher in line with the Teachers' Standards
- ensure statutory SEND duties are met and provision is effective, coordinated and impactful

Key Duties and Responsibilities

Strategic Leadership of SEND

- lead and implement the strategic development of SEND policy and provision across the school
- contribute to the School Development Plan and self-evaluation processes
- promote an inclusive ethos ensuring all pupils thrive and succeed
- ensure compliance with the SEND Code of Practice and Equality Act responsibilities
- monitor, evaluate and review the quality and impact of SEND provision

Operational Management of SEND Provision

- oversee the day-to-day coordination of SEND support across the school
- maintain an accurate SEND register and provision map
- support teaching staff to identify pupils' needs and coordinate appropriate interventions
- monitor progress and evaluate the effectiveness of support strategies
- manage and deploy SEND resources and budget effectively in collaboration with the HT
- analyse assessment data to inform provision planning

Leadership and Management

- provide professional guidance and support to colleagues on inclusive teaching practice
- lead staff training and development (INSET)

- line manage and appraise Teaching Partners and support staff
- work collaboratively with senior leaders, governors and external agencies
- build strong partnerships with parents and carers

Supporting Pupils with SEND

- ensure high-quality, personalised provision for pupils with SEND
- oversee EHCPs, reviews and documentation
- liaise with external professionals (e.g. educational psychologists, health services)
- promote inclusion in all aspects of school life
- support smooth transitions between settings

Teaching Responsibilities

- plan and deliver well-structured, engaging lessons in line with the school curriculum
- adapt teaching to meet the diverse needs of all learners
- assess, monitor and report on pupil progress
- set high expectations that inspire and challenge pupils
- create a positive, inclusive and stimulating learning environment

Whole School Contribution

- contribute to school policies, development and wider school life
- support curriculum development and subject leadership where appropriate
- promote the school's values: belonging, empathy, ambition and resilience (BEAR)

Safeguarding

- safeguard and promote the welfare of all pupils in line with statutory guidance
- work closely with the Designated Safeguarding Lead (DSL) to promote the best interests of all pupils
- recognise that pupils with SEND may be more vulnerable and act accordingly

Professional Development

- engage in appraisal and continuous professional development
- maintain up-to-date knowledge of SEND practices and national developments

The job description for SENDCo with teaching commitments may be amended at any time in consultation with the post holder.

Headteacher name: _____

Headteacher signature: _____

Date: _____

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**Postholder name:** \_\_\_\_\_

**Postholder signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

| Person Specification                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria                             | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Desirable                                                                                                                                                                                                                                                                                                                                        |
| <b>Qualifications &amp; Training</b> | <ul style="list-style-type: none"> <li>• Qualified Teacher Status (UK)</li> <li>• NASENCo or NPQ SENCo (or working towards completion)</li> <li>• Degree</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• NPQ SENCo enrolment as soon as possible after role commencement</li> <li>• Qualification(s) for assessing pupils' specific learning needs</li> <li>• Willingness to undertake further CPD</li> </ul>                                                                                                    |
| <b>Experience</b>                    | <ul style="list-style-type: none"> <li>• Experienced classroom teacher</li> <li>• Teaching in a primary school</li> <li>• Ability to adapt teaching to meet the needs of pupils</li> <li>• Contributing to whole-school improvement planning</li> <li>• Supporting colleagues with writing and reviewing learning plans (MyPlan / MyPlan+ / EHCPs etc.)</li> <li>• Leading SEND provision across a school or phase</li> <li>• Leading SEND policy development and implementation</li> <li>• Leading and managing the SEND register</li> <li>• Leading the school's approach to the graduated pathway</li> <li>• Leading training for colleagues</li> <li>• Managing a budget</li> <li>• Working successfully with colleagues, parents and external agencies</li> <li>• Setting targets, monitoring progress and evaluating impact</li> <li>• Able to manage behaviour in a positive way, in line with school policy and ethos</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinating EHCP processes and annual reviews</li> <li>• Analysing SEND data and provision mapping</li> <li>• Preparing reports and presenting to Governors</li> <li>• Line managing Teaching Partners</li> <li>• Teaching experience across the primary phase</li> <li>• Mixed-age classes</li> </ul> |
| <b>Skills and Knowledge</b>          | <ul style="list-style-type: none"> <li>• Strong working knowledge of the SEND Code of Practice and its practical application for meeting the needs of pupils with SEND in an inclusive classroom environment</li> <li>• Understanding of 'quality first teaching'</li> <li>• Knowledge of the EYFS Framework and National Curriculum</li> <li>• An excellent understanding of how children learn</li> <li>• Understanding of assessment practices within the primary setting</li> <li>• Secure skills in computer literacy that is used to good effect for supporting learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Knowledge of EHCP processes and statutory requirements</li> <li>• Knowledgeable of a wide-range of evidence-based interventions</li> <li>• Able to coach and mentor colleagues</li> </ul>                                                                                                               |
| <b>Key Skills &amp; Competencies</b> | <ul style="list-style-type: none"> <li>• Supportive and empathetic team member</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Willingness to be involved with the wider life of the school, i.e. lead extra-</li> </ul>                                                                                                                                                                                                               |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                 |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
|                                  | <ul style="list-style-type: none"> <li>• Able to prioritise workload</li> <li>• Excellent record keeping skills</li> <li>• Work efficiently in an organised manner</li> <li>• Able to balance teaching and strategic SENDCo responsibilities</li> <li>• Able to work with children and adults</li> <li>• Create positive relationships between the school, parents and external agencies</li> <li>• Commitment to safeguarding and promoting the welfare of all children and young people</li> <li>• Commitment to equality for all pupils</li> <li>• Commitment to maintaining confidentiality at all times</li> </ul> | <p>curricular activities and enrichment opportunities, attend school events</p> |
| <p><b>Personal Qualities</b></p> | <ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Ability to be reflective</li> <li>• Ability to be adaptable and flexible</li> <li>• Act as a role model and promote high standards for others</li> <li>• Have high expectations for all pupils at all times</li> <li>• Able to promote the vision, values and ethos of the school</li> </ul>                                                                                                                                                                                                                                         |                                                                                 |