



ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL (VA)

'Every Child a Success'

Vision

St Peter's school family provides a safe, nurturing environment, inspiring compassionate, confident individuals 'achieving with all their might' through the joy of learning. With love and respect, we encourage pupils to flourish academically, emotionally, spiritually and socially, rooted in our parish but confident of our place in the global community.

St Peter's CofE 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 DESCRIPTION

Job details:

Job title: Special Educational Needs Coordinator

Salary: MPS + fringe allowance + SENCo allowance

Contract type: Full time/ Part time (negotiable hours)

Reporting to: Headteacher

Main purpose:

- The SENCO, 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 SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Duties and responsibilities:

Strategic development of SEN 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, 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

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 lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability:

- 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 using the school's ICT package Provision Tracker
- Review the education, health and care plan (EHCP) with parents or carers and the pupil

- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC), 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 SIP 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
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding:

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- 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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

Person specification

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> ➤ Qualified Teacher Status. ➤ National Award for Special Educational Needs Coordination
Experience	<ul style="list-style-type: none"> ➤ Considerable experience of working with children with Special Educational Needs ➤ Experience of working as a SENCO. ➤ Successful teaching experience across the primary age range, including successful support of children with a range of SEND ➤ Leading workshops and meetings for staff and parents. ➤ Experience of working with parents to ensure best possible outcomes for pupils. ➤ Experience of monitoring teaching, learning and assessment that meets the needs of pupils with SEND and those eligible for pupil premium funding. ➤ Experience of writing SEND plans and provision maps. ➤ Experience of managing and supporting challenging behaviour.
Knowledge and Skills	<ul style="list-style-type: none"> ➤ A thorough knowledge of the SEND Code of practice ➤ Knowledge of the EYFS curriculum ➤ An understanding of the challenges facing primary SEND education and provision ➤ Ability to articulate and demonstrate the characteristics of effective planning, learning, teaching and assessment strategies used to support pupils with SEND ➤ Good literacy skills to complete written reports swiftly and accurately ➤ Good organisational skills ➤ Ability to build effective working relationships with parents and colleagues ➤ Excellent verbal communication skills ➤ Active listening skills ➤ Good ICT skills, particularly using ICT to analyse impact and report to stakeholders ➤ Understanding of roles and responsibilities within the nursery/classroom context ➤ Knowledge of guidance and requirements around safeguarding children

Leadership	<ul style="list-style-type: none"> ➤ Ability to provide a clear vision and direction for the development of inclusive practice. ➤ Commitment to working with the Headteacher and members of the Senior Leadership Team in delivering whole-school strategies. ➤ Commitment to promoting an environment where all children will maximise and achieve their potential. ➤ Ability to liaise with all stakeholders, including education and medical profession.
Personal Attributes	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships ➤ Ability to remain calm and focused under pressure ➤ A positive and resilient outlook ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ A commitment to upholding the school's Christian vision (please note we welcome applicants from all faiths and no faith) ➤ Good physical and mental health ➤ Kindness

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

Last review date: *March 2025*