

STOPSLEY COMMUNITY PRIMARY SCHOOL AND NURSERY

JOB DESCRIPTION AND PERSON SPECIFICATION



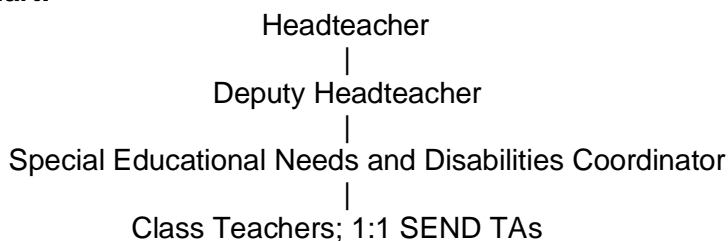
Title: Special Educational Needs and Disabilities Co-ordinator

Responsible to: Headteacher

Salary: MPS/UPS plus SENDCo Allowance

Job Purpose: The postholder will support children with SEND across the school and will lead and develop staff in the provision of SEND. They will lead on intervention across the school and will liaise with all external agencies to ensure the best outcomes for children with SEND.

Organisational chart:



The role includes:

- Liaising with and advising teachers regarding the management of Special Educational Needs in their classes
- Liaising with and making referrals to professionals from other schools / agencies
- Liaising with parents to discuss concerns regarding their child's needs
- Reporting termly to the Full Governing Body and working termly with the school's Link SEND Governor
- Observing and assessing children in class and during intervention
- Liaising with the Senior Leadership Team regarding the SEND budget and deployment of support staff
- Attending SEND training to update skills and knowledge
- Delivering Professional Growth (Appraisal) to all 1:1 SEND Teaching Assistants
- Arranging and delivering INSET to develop staff understanding of SEND issues and practice
- Organising and managing provision to meet the needs of individuals in line with the Code of Practice

Principle Responsibilities:

The teacher will undertake all duties required of a qualified teacher identified in the School Teacher's Pay and Conditions Document and will undertake advising teachers in a designated SEN capacity.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Co-ordinate SEND area including monitoring and assessment, policy assessment and teaching strategies, consulting with colleagues and feeding back to the Senior and Wider Leadership Team.
3. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
4. Lead, train staff and liaise with parents where necessary regarding the school's behaviour policy / system.
5. Contribute to the school's performance management process (Professional Growth), coaching and mentoring colleagues and trainees, as required, monitoring some teaching in the curriculum area and the input of class support staff.



JOB DESCRIPTION AND PERSON SPECIFICATION

6. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the classes.
7. Play a full part in the life of the school community, supporting the ethos of the school and encouraging staff, parents and pupils to do likewise. Comply with the school policies and procedures in areas such as assessment, marking and feedback, behaviour and relationships, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parent events, etc.
8. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

Dimensions:

Financial Resources: SEN Budget

Other: DBS

Because of the nature of this job, it will be necessary for an enhanced criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration from this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Human Resources, or on www.disclosure.gov.uk.

'The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Scheme'

'CV's will not be accepted for any post based in schools'.



Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D) :- useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria

ATTRIBUTES	ESSENTIAL	HOW MEASURED	DESIRABLE	HOW MEASURED
Experience	Experience of working with children with special needs/disabilities.	1, 2	Working with children with English as an Additional Language and more able pupils	1, 2
	Experience of working both as a team member and team leader.	1, 2		
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).	1, 2	Able to coach and mentor others.	1, 2
	Able to use IT to support both the curriculum and work organisation.	1, 2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team	1, 2		
	Able to monitor and evaluate teaching, learning and school policy	1, 2		
	Able to identify the necessary resources which ensure high teaching and learning.	1, 2		
	Able to assess the needs of individuals to inform the targeting of individual needs.	1, 2		
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2, 5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1, 2		



Specialist Knowledge	Be willing to learn about the role.	1, 2, 5		
	Knowledge of the SEND Code of Practice, Children & Families Act 2014 and EHC Plans	1, 2		
Education and Training	Qualified Teacher Status.	4	Evidence meets the threshold standards.	1, 2
	Evidence of ongoing CPD related to SEND, EAL, LAC and GRT	1, 2	Sustained and substantial performance in the threshold standards.	1, 2
			SENCo Award	1, 2
			NPQML or similar	1, 2
Other Requirements	A positive and cheerful manner.	1, 2		
	Growth mindset.	1, 2		

(1=Application Form, 2=Interview, 3=Test, 4=Proof of qualification, 5=Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including;

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.