

JOB DESCRIPTION



Teacher pay and conditions	NAME OF SCHOOL: Ben Jonson Primary School
POST TITLE: SENDCo.	GRADE: TBN
RESPONSIBLE TO: Assistant Headteacher for Inclusion	
RESPONSIBLE FOR: Line management responsibility could include SEND advocate, specialist ASD and SLCN TAs (Sc 4 and 5), TAs working with children with additional needs	
PURPOSE OF THE JOB: <ul style="list-style-type: none">(i) To take responsibility for the day-to-day provision for pupils with SEND, inclusive of pupils with an Education and Health Care Plan (EHCP) or on a SEN support plan, including application, review and implementation of such personalised plans(ii) Provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for pupils with additional needs. To be a source of relevant research and practical resources(iii) To assist the Assistant Headteacher for Inclusion with the implementation of the Inclusion strategy, and ensuring the practices of the Inclusion service within the school are robust, fit for purpose and compliant with SEND code of practice(iv) To maintain strong and transparent relationships with key stakeholders, including external professionals and families, ensuring they have an active part of decision making around the child(v) Line management and appraisal responsibility for at least five members of staff	
MAJOR DUTIES AND RESPONSIBILITIES SEND and Inclusion <ul style="list-style-type: none">• To support the provision of special educational needs and learning support, including the writing of support plans and other targets for children• To gather evidence for and apply for Education, Health and Care plans• To model best practice in teaching and learning for all staff, differentiating resources and offering creative, practical solutions for classroom-based teaching• Develop an understanding of SEND across phase teams and individuals with the view of enhancing teaching and learning practice specifically around differentiation and assessment tools for children with additional needs• To observe children in situ, giving effective, positive feedback that supports the needs of the child and the practise of the teacher• Develop coaching and mentoring systems to ensure the support and development of all staff including a programme of staff training sessions and materials as necessary• To ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies	

- To ensure that the SEND register is kept accurate and up to date and that staff are informed of pupil's special educational needs and is compliant with statutory expectations
- To liaise with external agencies and support good working relationships; including the educational psychologist, Phoenix outreach, occupational therapist, Cherry Trees outreach, physiotherapist, the disability team and all SEND support agencies in the borough
- To take responsibility for making referrals for children in a timely manner which is accurate
- To organise and chair 'Team Around the Child' meetings for key pupils and Annual Review meetings maintaining the schedule and recording minutes
- To minute annual review meetings with a high degree of accuracy and cascade the information to appropriate professionals
- To design highly pupil centered Annual review processes, having a creative and visionary attitude for such systems for SEND
- To update SIMs with SEND needs and concerns, maintaining accurate data tracking including census information on all internal records and systems
- To review training and send relevant staff on SEND training. To design in house training for staff
- To design, review and maintain record systems for children, both in paper and where appropriate, electronic form such that they meet the needs of the wider Inclusion team
- To create timely and supportive plans for SEND children as they transition between classes, into and out of the school
- To design highly pupil centered and creative pupil voice methods and pupil assessment methods, having a highly creative and visionary attitude for SEND across the school
- To deputise for the Assistant Headteacher for inclusion in their absence with regard to SEND, Inclusion meetings and course attendance
- To support the organisation of residential trips for SEND pupils and parents
- To co-ordinate the purchase of SEND and inclusion resources, ensuring that the school receives best value for money from suppliers and service providers
- To help SEND pupils to access the full curriculum, at the same time promoting independent learning-by supporting TAs and teachers with differentiation and planning
- To model effective strategies to teachers and TAs in order to best support SEND pupils
- To have an overview of the support teaching assistants provide for children and to support in redistributing support within school if a child with SEND is absent
- To ensure the SEND files for teachers are updated
- Take responsibility for relevant national and schools data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods
- To write risk assessments as necessary to support the safe integration of pupils in school working alongside external professionals as necessary
- To disseminate key information regarding SEND needs or legislative changes to class teachers and all staff in an accessible, informative and knowledgeable way

Parents with SEND children

- To have a written strategy for engagement of families of SEND pupils, ensuring the service is reflective of their ideas, wishes and goals
- Build a positive and supportive environment within the Inclusion service which relies on the engagement of families and all staff
- Be creative when considering how to engage families in understanding their child's experience of learning and how this can best be supported outside of school
- Research local community agencies and charities to continue the support for families wherever appropriate

- Work closely with other members of the Inclusion team to support home visits/positive telephone calls/contact over absence, lateness and sensitive issues with SEND and medical needs
- Provide regular communication with parents with SEND to inform them of events and opportunities at the school
- Build relationships with hard to reach parents of children with SEND
- Deal with sensitive issues and be aware confidentiality; including knowing which procedure to follow when concerns arises, e.g. Child Protection
- To support the Attendance and Welfare officer in arranging parent/children trips to encourage family learning e.g. outdoor education visits
- To inform parents of SEND appointments

Line Management

- To line manage a SEND advocate, two specialist TAs, one for ASD and one SLCN. To work alongside them in planning their caseload and timetable.
- To monitor and observe the work of teaching assistants who support children with SEND and medical difficulties.
- To performance manage a group of teaching assistants who support children with SEND and medical difficulties.
- To develop positive relationships with those members of staff who are line managed and to give advice and support where necessary.

SEND Budget

- To have an overview of the high needs funding block for SEND expenditure within school
- To be able to complete and develop costing plans for children with SEND
- To be able to monitor expenditure against budget allocation
- To research and purchasing resources necessary to support children with SEND
- To feedback to the Assistant Headteacher for Inclusion on the efficacy of SEND spending and next steps for SEND expenditure in the school

Professional characteristics

Demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:

- inspiring trust and confidence
- building team commitment and vision for the future of Inclusion
- engaging and motivating pupils and staff
- analytical thinking
- using initiative, being highly solution focused
- modelling a respectful and professional manner at all times
- knowledgeable and highly accessible

Performance management

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the schools performance management cycle. The post holder will be lined managed by the Assistant headteacher for Inclusion.

Conditions of service

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

Equality of opportunity

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

Safeguarding children

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced CRB clearance.

Other duties and responsibilities

- To ensure all duties and responsibilities are discharged in accordance with the school's health and safety at work policy.
- Assist the school by promoting and maintaining good relationships with pupils, staff, governors, parents, and external agencies in order to promote the objectives of the school
- To undertake other reasonable duties commensurate with the grade of the post as directed by the manager or senior team and relevant to the post.

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)

_____ Signed by (Head teacher)

Person Specification: SENDCo.

The Person Specification is an important part of the application process and will be used to shortlist candidates. You will need to demonstrate in your supporting statement/application form how you meet the following criteria. The personal qualities and professional values are fundamental to this post and the successful candidate will need to be able to demonstrate evidence of these during the interview process.

	Essential	Desirable
Qualifications & training	<p>The SENDCo. must have:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • NASENCo qualification • Excellent communication skills, both verbal and written • Evidence of outstanding knowledge of teaching and learning practice in relation to pupils with a range of additional needs • Evidence of coaching teachers/teaching assistants, giving feedback on teaching and learning to support development of SEND provision 	<ul style="list-style-type: none"> • Elklan training • Child protection training • Autism training • CAF training • Person centered planning training • Evidence of written strategies and action plans for school improvement purposes • Evidence of working alongside external professionals to implement whole school projects or initiatives
Experience	<p>The SENDCo. must have:</p> <ul style="list-style-type: none"> • Experience of being an outstanding practitioner in a school environment • Extensive experience of using Microsoft office (Excel, Word, Publisher) • Experience of line managing individuals • Experience implementing SEND code of practice • Had direct and practical experience of working with children with SEND needs • Worked alongside other external professionals such as speech and language therapists, educational psychologist and others • Have experience of working with vulnerable families 	<ul style="list-style-type: none"> • Experience of leading a team of people • Experience of successfully managing a team of people • Experience of being the operational manager of whole school strategy
Professional Values	<p>The SENDCo. will:</p> <ul style="list-style-type: none"> • Drive the ethos, aims and goals on the Inclusion team, SEND provision and wider school community • Demonstrate their own professional drive and commitment to SEND • Be a relentless advocate for children with SEND needs and their families • Establish and maintain good professional relationships with pupils, parents and colleagues 	

	<ul style="list-style-type: none"> • Prioritise and manage workload effectively • Adopt a flexible approach to working, modelling highly resilient and positive approaches to complex challenges 	
Knowledge and understanding	<p>The SENDCo. should:</p> <ul style="list-style-type: none"> • Understand the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and inclusion • Know the SEN code of practice and the SEND policies • Identify and disseminate the most effective teaching approaches for pupils with SEND • Demonstrate best practice of monitoring the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND 	<ul style="list-style-type: none"> • Have a concrete vision of what next for SEND provision at Ben Jonson School
Skills	<p>The SENDCo. should:</p> <ul style="list-style-type: none"> • Promote the school's aims positively • Be able to lead and manage teams • Be able to manage a diverse group of people • Be able to hold team members to account • Establish and develop appropriate relationships with parents, governors and local community • Communicate effectively (both verbally and in writing) at all levels to a variety of audiences e.g. pupils, staff, parents, visitors; • Promote a positive working environment • Be able to prioritise workloads; have excellent time management and organisational skills • Be able to work under pressure and meet deadlines • Produce accurate work • Be able to use initiative • Support staff and advise on how to best work with children with SEND and medical difficulties. 	
Personal characteristics	<p>The SENDCo. must be:</p> <ul style="list-style-type: none"> • Knowledgeable and highly competent • Highly creative, resilient and resourceful • Punctual and reliable • Approachable and empathetic • Passionate, inspiring and motivational • Highly organised and diligent • Committed • Positive 'can do' attitude • Of smart appearance 	

Special requirements	<p>The SENDCo. will need to have:</p> <ul style="list-style-type: none"> • A DBS enhanced disclosure that is satisfactory to us will be a condition of your appointment • Be willing to undergo a pre-employment health check • Due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority 	
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