



St Mary's CE Primary School

Job Description for SENDCO

Post: SENDCO

Responsible to: Head of School/Executive Headteacher

Purpose:

Ensure all pupils with SEND achieve their potential, act as a role model to other teachers and carry out the duties of a SENDCO teacher as specified in this job description.

Church Ethos

- To preserve and develop the religious character of the school in accordance with the principles of the Church of England by providing Christian leadership in the context of the school's vision statement
- To lead acts of worship for phase or for other groups in school when required

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document; the schools SEND policy and the SEND code of practice. It may be modified by the Executive Headteacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and learning

1. Identify and adopt the excellent teaching approaches for pupils with SEND and share high quality approaches with colleagues.
2. Monitor teaching and learning activities to meet the needs of pupils with SEND and provide further guidance and training for staff.
3. Identify and teach skills that will develop pupils' ability to work independently.
4. Liaise with other schools/agencies to ensure continuity of support and learning when transferring pupils with SEND.

Recording and assessment

1. Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
2. Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added through quality first teaching programme and intervention strategies.
3. Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEND children once identified.
4. Update the Head of School/Executive Headteacher and Governors on the effectiveness of provision for pupils with SEND.



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5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Organise and attend ILP review meetings, parent evening consultations keeping parents informed about their child's progress.

Leadership and Management

1. Ensure the school's SEND register is up to date and all stakeholders are fully informed about support programmes in place/planned.
2. Ensure ILPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced through work in class and interventions.
3. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of class teachers taking ownership of additional provision and the progress children (with SEND) make in their class/teaching group.
4. Take the lead in constructing the school's provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
5. Provide training opportunities for learning support assistants, teachers and other stakeholders to learn about SEND and work with other colleagues to deliver training on specific intervention programmes.
6. Disseminate excellence in SEND across the school.
7. Identify resources needed to meet the needs of pupils with SEND and advise the Head of School/Executive Headteacher of priorities for expenditure including EHC plans.
8. Take the lead in liaising, co-ordinating and managing all external support offered to the school locally and from outside agencies.
9. Compile and submit EHCP applications and other applications through the local authority and/or other external agencies.
10. Plan and monitor provision and impact for children with an EHCP and those with SEND support.
11. Comply with all safeguarding regulations and policies and act in the best interest of pupils' wellbeing.
12. Undertake the role of DSL if required.
13. Act as designated lead for looked after children if required.
14. Liaise effectively with parents and other stakeholders to secure the best possible provision for those with SEND.
15. To undertake the role of lead behaviour practitioner as described in the school's behaviour policy. Leading on the writing and monitoring of behaviour plans to support the social and emotional needs of individual children.
16. Maintain the schools SEND policy, Accessibility policy, Annual Send Information Report and any other relevant policy and documentation.
17. To serve as a member of the school's senior leadership team and curriculum leadership team, as required.
18. To ensure that there are effective transition plans and annual systems in place, to support the transition of SEND children across the school, as well as those arriving to our school or leaving our school at the end of KS2.



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Standards and quality assurance

1. Support the aims and ethos of the school and lead elements of school improvement work as identified by the SLT.
2. Set a good example in terms of professional conduct, punctuality, attendance and work ethic.
3. Uphold the school's policies and encourage excellence in all areas of school life.
4. Participate in staff training and staff meetings and lead such sessions where appropriate.
5. Develop strong links and stakeholders and outside agencies, to ensure that a wide spectrum of support is accessible to the school.
6. To encourage excellence in the practice and procedures which will secure the safety and wellbeing of all children in the school.

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SENDCO - Person Specification

| Specification | Essential | Desirable | *How Tested |
|--|-----------|-----------|-------------|
| Qualifications and Experience | | | |
| Qualified Teacher Status in UK | X | | A,I |
| At least 4 years' teaching experience ideally in primary school | X | | A,I |
| The National Award for Special Educational Needs Co-ordination | | X | A,I |
| Teaching in the whole primary age range | | X | A,I |
| Experience of support for those with SEND | X | | A,I |
| Experience of leading teams in an educational setting | X | | A,I |
| Experience of budget management including SEND funding | X | | A,I |
| Experience of supporting and developing teachers | X | | A,I |
| Experience of target setting and leading appraisal | | X | A,I |
| Knowledge and Understanding | | | |
| Strong knowledge of the SEND Code of Practice, including EHCP process | X | | A,I,T,R |
| Strong knowledge of assessment including those relating to SENDD | X | | A,I,T,R |
| Clear understanding of how to raise standards for SEND pupils, and those with EAL | X | | A,I,T |
| Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills | X | | A,I |
| Good understanding of factors promoting effective transfer of learners from one phase to the next | X | | A,I |
| Good understanding of the principles behind school improvement work | | X | A,I,T |
| Knowledge of using performance data to improve outcomes | X | | A,I,T |
| Clear understanding of how to track pupil progress against desired outcomes | X | | A,I |
| An understanding of effective collective worship in a church school context | | X | A,I |
| Excellent knowledge of welfare, health and safety and safeguarding requirements | X | | A,I,T,R |
| A good understanding of the role of the Educational Psychologist and other external agencies | X | X | A,I |
| Professional Skills and Attributes | | | |
| Proven track record of excellent teaching | X | | A,I,T,R |
| Ability to use initiative and work with minimal supervision | X | | A,I,R |
| Proven track record of mentoring and coaching of staff | | X | A,I |
| The ability to conduct lesson observations and provide | | X | A,I,R |



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PRIMARY SCHOOL



THE CHURCH
OF ENGLAND



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|--|---|---|---------|
| developmental feedback | | | |
| Ability to guide, support, advise and motivate other members of staff | X | | A,I,R |
| Commitment to continuing professional development | X | | A,I |
| Ability to provide Christian leadership by preserving and developing the school's Christian ethos | | X | A,I |
| Personal Qualities | | | |
| The communication and presentation skills both orally and in writing | X | | A,I,T |
| An approachable person with good interpersonal skills | X | | I,T,R |
| Willingness to address challenging issues with clarity of purpose and diplomacy | X | | |
| Willingness to share expertise, skills and knowledge | X | | A,I,R |
| Good IT skills, including as an integral part of teaching | | X | A,I |
| ** A Practising Christian | | X | A,I |
| A reflective practitioner | X | | A,I |
| Commitment to children's wellbeing and safety | X | | A,I,T,R |

**How tested: Application = A Interview= I Tasks=T References=R*

***We define 'practising Christian' as someone who is a faithful and regular worshipper at a church which is a full or associate member of Churches Together in Britain and Ireland or a member of the Evangelical Alliance and 'faithful and regular worshipper' as someone who is attending at least twice a month at a service of worship.*