



Job Description - Pudsey Lowtown Primary School

Post Title

Special Educational Needs Coordinator (SENDCo) / Teacher

GRADE

MPS/UPS
(+ SEN allowance)

Post(s) to which directly responsible

Headteacher / SLT

Post(s) for which directly responsible**Main Purpose**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

The SENDCo, under the direction of the headteacher will:

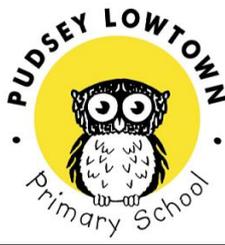
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individuals with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- The **SENDCo** will be expected to fulfil the responsibilities of a teachers, as set out in the STPCD.

*Whilst the **SENDCo** will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.*

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Duties and Responsibilities

- 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 including the local offer



- Work with the head teacher and governing body to decide on the priorities for expenditure and deployment of staff to utilise resources with maximum efficiency
- 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
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach for pupils
- Support and advise colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN
- 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)
- Monitor progress of objectives and targets for pupils with SEN
- Analyse and interpret relevant school data for pupils with SEN or a disability and use these analyses to guide future improvements
- Support staff to lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN especially early identification
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Contact and engage relevant services for the pupil
- Ensure records are maintained and kept up to date
- Co-ordinate and attend all annual review meetings for education, health and care (EHC) plans
- Develop positive relationships and communicate regularly with parents/carers
- Work with the teaching staff in the provision base to develop high level practice
- Attend external Nursery visits for pupils with identified SEN needs to support transition into school
- Ensure that 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

- Play an active role within the senior leadership team (SLT), by working alongside 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 training 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
- Through weekly sessions, train teaching assistants (TAs) working with pupils with SEN or a disability
- Share procedural information around SEN and related policies to staff and parents
- Develop positive relationships with all stakeholders including parents, carers and external agencies

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.

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Pupil Achievement

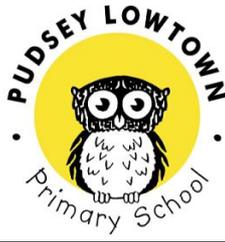
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.



Other areas of responsibility

- There will be a small teaching commitment in Early Years/KS1 which supports the early Identification of pupils with SEN. This will be discussed as part of the interview process.
- All staff have a duty to ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake any other duties that are commensurate with the post

Relationships

The postholder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

Physical Conditions

The post is currently based at Pudsey Lowtown Primary School.

Pudsey Lowtown Primary School is split over multiple floors and has stairs throughout; access for disabled persons is via accessible external doors.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Economic conditions

Grade: MPS/UPS (with additional SEN allowance)

Hours: **Part Time (0.6 FTE)**

Conditions of Service: STPCD

Prospects

Promotion

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training

The school encourages training both "in-house" and external to meet the needs of the individual and of the Service.



QUALIFICATIONS

- Qualified teacher status (QTS) – this is a requirement under the SEND Code of Practice
- National professional qualification (NPQ) for SENCOs, or a willingness to complete this within 3 years of appointment (*note: this is a requirement under the SEND Regulations 2014). If the applicant has already completed the previous qualification, NASENCo – or started it before September 20214 and will complete the qualification before 01.09.27 – this will be valid, and they will not need to take the NPQ to meet the training requirements).*

Job Description Prepared / Reviewed by:

Date:

Job Description Approved by:

Date:



EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

SKILLS, KNOWLEDGE & EXPERIENCE	Ess	Des	MOA
High level of written, oral and communication skills	*		A/I
Ability to communicate effectively orally and in writing to a range of audiences	*		A/I
High level of organisational and planning skills	*		A/I
Good record-keeping skills	*		A/I
An excellent classroom practitioner	*		A/I
Work effectively as part of a team, relating well to colleagues, pupils and parents	*		A/I
Ability to demonstrate a commitment to equality of opportunity for all pupils	*		A/I
Ability to investigate, solve problems and make decisions	*		A
Management of people and resources	*		A
Able to use own initiative and motivate others	*		A
Ability to demonstrate high level ICT skills in personal and educational situations	*		A/I
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*		A/I
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*		A/I
Ability to offer expertise in a specific subject or area		*	A
Ability to teach across primary age range		*	A
Commitment to an involvement in extra-curricular activities.		*	A
Evidence of sharing in and contributing to the corporate life of the school.		*	A/I
Knowledge of current educational practice and issues	*		A
Evidence of continuing professional development	*		A



Take responsibility for their own professional development		*	A
Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT	*		A/I
Effective use of ICT to support learning	*		I
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*		A
Full working knowledge of relevant policies/codes of practice/legislation	*		A/I
Knowledge of all phases of primary education		*	A
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*	A
Demonstratable experience of working as a class teacher in a primary school setting	*		A
Experience of working with children with a range of SEN	*		A
Involvement in self-evaluation and development planning		*	A
Ability to plan and evaluate interventions	*		A/I
Data analysis skills and the ability to use data to inform provision planning	*		A/I
Ability to influence and negotiate	*		A/I

LEADERSHIP	Ess	Des	MOA
As the lead professional in the classroom show an ability to advise and support other staff	*		A
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support, devolving responsibilities and delegating tasks where appropriate	*		A
Plan, allocate, support and evaluate work undertaken by other staff	*		I
Lead professional development through example and support		*	A
Experience of conducting training / leading INSET and staff training		*	A
Experience of identifying training and development needs / skills gaps across a team and developing skills in others through in-house training and sourcing external CPD		*	A/I



OTHER CONDITIONS / QUALIFICATIONS	Ess	Des	MOA
Registered with Teaching Agency	*		A/C
Qualified Teacher Status (QTS)	*		A/C
National professional qualification (NPQ) for SENCOs, or a willingness to complete this qualification within 3 years of appointment. <i>Note: this is a requirement under the SEND Regulations 2014). If the applicant has already completed the previous qualification, NASENCo – or started it before September 20214 and will complete the qualification before 01.09.27 – this will be valid, and they will not need to take the NPQ to meet the training requirements.</i>			
Degree	*		A/C

DISPOSITION AND ATTITUDE	Ess	Des	MOA
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	*		A/I
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	*		A/I
Positive and optimistic attitude towards school improvement and inclusion	*		A/I
Open-minded and receptive to new ideas, approaches and challenges	*		A/I
Places high priority on effective team working and works easily and comfortably in a team environment	*		A/I
Ability to work under pressure and prioritise effectively	*		A/I
Commitment to an involvement in extra-curricular activities		*	A/I
Evidence of sharing in and contributing to the corporate life of the school.		*	A/I
Able to demonstrate an understanding of and a commitment to the safeguarding of children.	*		A/I/C

METHOD OF ASSESSMENT(MOA)	A = Application Form T = Test I = Interview C = Certificate
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