

Grading

Job Description and Employee Specification

<u>Job title:</u> Special Education Needs and Disabilities Officer (SENDO)	<u>Service area:</u> Education, Learning & Achievement
<u>Post number:</u>	<u>Division:</u> Education - Schools
<u>Grade:</u> 7	<u>Section/team:</u> Sir John Nelthorpe School
<u>Overall purpose of job:</u> To work with the Director of SEND (SENDCo) in ensuring the SEND Code of Practice is met, including identifying and meeting the needs of EHCP and SEN support pupils to ensure the best possible outcomes. Contribute to the management and support of Teaching Assistants and day to day operational management of the SEND (Special Educational Needs Department) and PASS (Pupil Additional Support Service) teams.	
Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	
<u>Main responsibilities:</u> <ol style="list-style-type: none"> 1. Create detailed plans for those pupils that are transitioning towards an EHC Plan, liaising with parents and professionals to ensure relevance and appropriateness of plan for approval of Director of SEND (SENDCo) and subsequently manage the review process of those with EHC Plans in place. 2. Manage, create and support the development of other effective plans and assessments e.g. SEN support plans/ exam access assessments, dyslexia assessments, for students for whom this is required and monitor that these are actioned and reviewed in line with agreed timescales. 3. Manage and undertake SEN Support Outcome Reviews on a termly basis, ensuring they are robustly completed and recorded within the SEND Code of Practice timeframes. 4. Assess examination access arrangements for pupils to ensure appropriate provision is in place and report outcomes to the Examination Officer and staff. 5. In partnership with the Director of SEND (SENDCo), keep all recording systems up to date with SEN information, including SEN Register and SIMs and ensuring that accurate records are shared in respect of every census return. 6. Undertake Early Help Assessments, CP, CIN, LAC and vulnerable pupil processes and deliver targeted intervention to identified SEN Support pupils in small groups, in class, individually or according to need. 7. Gather information to plan and support a successful transition process for pupils. 8. In partnership with the Director of SEND (SENDCo) make appropriate referrals and work in partnership with external professionals to meet pupils' needs and aid assessment. 9. Support the Director of SEND (SENDCo) with the implementation of the Medical Needs Policy, including information gathering and implementation of IHCPs. 10. Support the Director of SEND (SENDCo) in the monitoring of key data for attainment, behaviour and attendance, including the tracking of temporary part time timetables. 11. Support in the monitoring of pupil attendance and implement strategies to improve attendance where necessary. 	

Grading

Job Description and Employee Specification

12. Support the implementation of consistent behaviour systems and work in partnership with parents/carers to support pupils in developing positive behaviour patterns by supporting the reintegration processes.
13. Line management of Teaching Assistants.
14. Undertake the day-to-day organisation of the Teaching Assistant team, including the timetabling of staff for best effect.

Knowledge, skill and experience:

- Formal qualifications a minimum of a C grade (or equivalent) in both English and Mathematics at GCSE.
- Qualified up to Level 4 in Teaching Assistant/Special Educational needs or willingness to complete the qualification
- Experience working with children/young people and their families.
- Experience of working with young people of secondary school age.
- Experience of supervising teams of staff and scheduling workload
- Be able to give clear and specific feedback on pupils to the Director of SEND (SENDCo), parents/carers, education and care professionals and other team members in the school.
- To be able to develop positive relationships with SEN pupils and to engage with them to enhance their continued development.
- Effective working with children/young people with emotional and behavioural difficulties including awareness of strategies available for improving the learning and achievement of all pupils.
- A skilled practitioner in de-escalation techniques and strategies.
- Able to establish and maintain accurate records.
- Skilled in matters of conflict resolution between parents and school, children and other children and adults and other adults.
- Ability to work independently.
- Experience of establishing and developing successful working relationships with all stakeholders.
- Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.
- Flexibility to adapt to changing workload demands.
- Self-motivation and drive to complete tasks to the required timescales and quality standards.
- A commitment to further training and a willingness to participate in relevant CPD
- Commitment to the aims and ethos of the school.

Creativity and innovation:

- Ability to consider creative solutions to pupil support needs or difficulties.
- A positive approach to challenges, seeking solutions to problems and addressing difficulties with cheerfulness and good humour.
- To create solutions to behavioural and SEMH issues, monitoring these for impact.
- To manage pupils in conflict situations, requiring tact, diplomacy and negotiation skills.
- Communicate effectively with teachers and other professionals whenever the need arises and recognise the need to communicate.

Contacts and relationships:

Parents- Regular contact with parents, reviewing their child's outcomes, supporting their child's needs, discussion of behaviour or SEMH strategies- sensitive handling of these discussions is vital to ensure parents feel supported without being judged.

Grading

Job Description and Employee Specification

Professionals- Contact with a wide range of SEN professionals will be required, often by email as well as by phone. This requires an appropriate level of professionalism and an ability to clearly communicate what is required or what has been achieved so far.

Team Members- Contact each day with the SEN/PASS team, addressing issues which have arisen. This may include difficult conversations, to ensure standards are maintained. It will also require supportive discussion, for various issues the support staff can encounter.

Other Staff- Contact with teaching staff will be required to ensure pupils' needs are met and to review outcomes. This may also entail the sharing of strategies or support methods.

Pupils- Everyday contact with pupils, building productive relationships which enable them to share their views comfortably and confidently. This will also require clear understanding of safeguarding procedures, as disclosures may be made.

Decision making:

- The post holder will be expected to assist SEN pupils in making the necessary improvements to meet their SEN outcomes, through a range of carefully selected strategies
- Respond to on the spot incidents requiring immediate attention/decisions on/off the school premises without direct contact with a senior member of staff.
- Implement agreed de-escalation strategies to minimise risks of pupil behaviour becoming persistently disruptive.

Responsibility for resources:

- SEN department physical resources such as fiddle toys, overlays, sensory equipment.
- SEN passes for PASS/ time out/ early pass
- Ensuring the sensory room is kept in a safe and useable condition.
- Ensuring PASS areas are kept in a presentable and useable condition.

WORK ENVIRONMENT

Work demands:

Ensuring cover is organised for absent Learning Support Staff.

Workload can be changeable- need to adapt to changing demands based on issues which may arise during the school day.

Strict and statutory deadlines in place for review processes, which must be adhered to.

Physical demands:

Normal office demands.

May be required to implement restraint as per the school's policy using Team Teach techniques Working Conditions.

Grading

Job Description and Employee Specification

Working conditions:

School environment- primarily indoors for the day. Outside only if supporting a pupil on a sensory break.

Work context:

- At risk when dealing with behavioural and confrontation issues with pupils.
- May be at risk from verbal abuse / emotional harm.

Position in organisation:

Indicate how many staff the post is directly accountable for: Three, in anticipation for this to increase

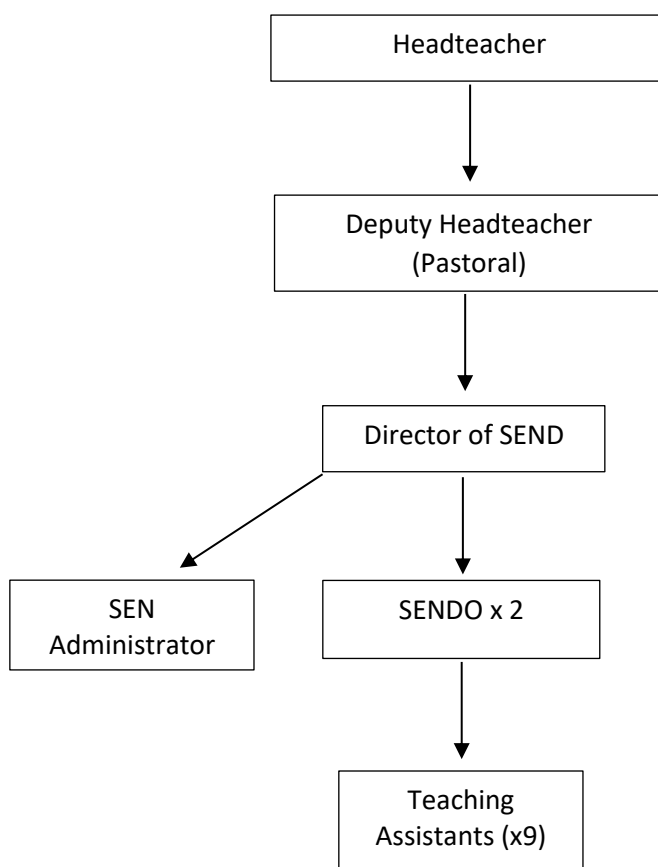
Are posts in more than one location? No

Are the posts managed highly mobile? No

Is the supervision/management shared with another post in the structure? No

Please indicate which post(s) N/A.

The SENSO will report to the Director of SEND (SENCo) and Deputy Headteacher (Pastoral).



Grading Job Description and Employee Specification

This page is intentionally left blank

Grading Job Description and Employee Specification

POST NUMBER	JOB TITLE	SENSO	HOURS PER WEEK	37 hours
	ESSENTIAL	DESIRABLE	HOW MEASURED	
EXPERIENCE	<p>Experience working with children/young people and their families.</p> <p>Experience of effective working with children/young people with SEN, including awareness of strategies available for improving the learning and achievement of all pupils.</p> <p>Experience of working with young people of secondary school age.</p> <p>Experience of establishing and maintaining accurate records.</p> <p>To have established and developed successful working relationships.</p>	<p>To have led and managed a team of staff.</p> <p>To have experience of liaising with external support agencies.</p> <p>To have experience of SEN review procedures.</p> <p>Experience of SEN in a range of settings</p>	<p>Application</p> <p>Interview</p> <p>References</p>	

Grading

Job Description and Employee Specification

EDUCATION, TRAINING AND QUALIFICATIONS	<p>Formal qualifications: a minimum of a C grade in both English and Mathematics at GCSE (or equivalent)</p> <p>Safeguarding Level 2 minimum.</p> <p>This position is subject to satisfactory DBS Disclosure.</p>	<p>To have Qualified up to Level 4 in Teaching Assistant/Special Educational needs or willingness to complete the qualification</p> <p>To have QTS.</p>	Application Certificates
SKILLS AND KNOWLEDGE	<p>Extensive knowledge of the SEND code of practice</p> <p>Be able to give clear and specific feedback on pupils.</p> <p>Ability to work effectively and command the confidence of teaching and support staff.</p> <p>Ability to communicate effectively with education and care professionals.</p> <p>To be able to develop positive relationships with SEN pupils and be able to empathise with them.</p> <p>A skilled practitioner in de-escalation techniques and strategies.</p> <p>Skilled in matters of conflict resolution between parents and school, children and other children and adults and other adults.</p> <p>Ability to work independently.</p>	<p>To have knowledge of the relevant external support agencies.</p> <p>To have the skill to implement SEN review procedures.</p>	Application Interview References

Grading Job Description and Employee Specification

	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES	<p>A passionate commitment to develop the best in young people.</p> <p>Tact and diplomacy in all interpersonal relationships with the public and pupils and colleagues at work.</p> <p>Self-motivation and drive to complete tasks to the required timescales and quality standards.</p> <p>Flexibility to adapt to changing workload demands.</p> <p>Commitment to the aims and ethos of the school.</p> <p>A commitment to further training and a willingness to participate in relevant CPD.</p> <p>A positive approach to the challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour.</p>		<p>Application</p> <p>Interview</p> <p>References</p>
WORKING ARRANGEMENTS	<p>Following recognised procedures.</p> <p>Meeting expected deadlines.</p>		<p>Application</p> <p>Interview</p> <p>References</p>

Grading Job Description and Employee Specification

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes X No** ☐
- Political restriction **Yes** ☐ **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:
(signed)

(print
)

Date:

Manager:
(signed)

(print
)

Date: