

# Grading Job Description and Employee Specification

<b><u>Job title:</u></b> SENDCo	<b><u>Service area:</u></b> Learning Skills and Culture
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Schools
<b><u>Grade:</u></b> M1-UPS3 (plus SENDCo allowance)	<b><u>Section/team:</u></b> Lincoln Gardens Primary School

**This is intended to be used alongside the main teacher job description.**

**Overall purpose of job:**

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. They may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.
- The effective implementation of school Education Health Care Plans (EHCPs)
- The school's provision for Special Educational Needs and Disabilities, and pupil plans
- Demonstrate outstanding quality first teaching and learning which impacts on pupil outcomes.
- To provide an assessment and support service to school staff, pupils and families to address safeguarding, behavioural, emotional and social issues.
- To support the work of the SLT in promoting positive behaviour to reduce suspensions.

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.

**Main Responsibilities (SENDCo):**

**Teaching and Learning**

Working with class teachers, support staff and the wider community to:

1. Identify and adopt the most effective teaching approaches for pupils with SEND
2. Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
3. Identify and teach the basic skills that will develop pupils' ability to work independently
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
5. Evaluate assessment data and discuss next steps with the SLT

**Recording and Assessment**

1. Set appropriately challenging targets for raising achievement among pupils with SEND
2. Identify, assess and review SEND, and collect and interpret SEND assessment data
3. Enable early identification and intervention through assessment and observation within the school environment.

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4. Ensure the interventions within every year group meet the needs of all pupils with SEND
5. In collaboration with class teachers, keep parents informed (through structured conversations) of their child's progress at key and regular intervals throughout the year

### Training and Development

1. The National Award for Special Educational Needs Co-ordination is a requirement for the post-holder.
2. Deliver and share training and development opportunities across school and with external partnerships and professional networks
3. Support and help induct new members of staff, including Early Careers Teachers (ECTs) in relation to SEND needs pupils
4. Attend courses/meetings and evaluate and report back to key staff on the essential issues
5. Ensure teachers know the strengths and targets for all SEND pupils, that they use the strategies within EHCPs, and the recommendations within specialists' reports, in their planning for pupils with SEND
6. Take an active role in organising special curriculum events, as agreed with the Headteacher
7. Assist class teachers with their termly parent meetings and in their communications with parents of children with SEND (or for whom there are initial causes for concern)

### Leadership

1. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND, and ensure all school staff understand their roles and the changes under the SEND Code of Practice
2. Provide training opportunities for teaching assistants, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies
3. Organise and lead CPD to assist teachers in providing early intervention for pupils with SEND, through first quality practice
4. Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time. Where necessary, send reviews to the appropriate agencies
5. Monitor the children with SEND to check that they are making expected or better progress throughout the school
6. Lead SEND reviews on pupil progress to provide challenge and support to improve their progress
7. Monitor the effectiveness of interventions delivered by teaching assistants and the impact they have on pupils when working with them in classes
8. Write and review rapid impact plans for improving provision and achievement of SEND
9. Liaise with members of the Governing Body to inform them of quality of teaching and learning, progress of pupils, and overall standards across all Key Stages in respect of SEND
10. Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, raising requests with the Headteacher

### Standards and Quality Assurance

1. Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children, and members of the wider school community
2. Provide a key reference point in providing information and support for families of children with SEND
3. Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs
4. Liaise with the Headteacher and SLT promptly following meetings regarding pupils and parents

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- of the school, and maintain up to date records of any actions/outcomes resulting from meetings
5. Be aware of and support pupil differences, and ensure that all pupils have equal access to all school opportunities
  6. To promote the general progress and well-being of individual pupils in school
  7. To provide advice and guidance to pupils and parents on educational, emotional and social matters, in line with school policies
  8. Attend and participate fully in school events where required
  9. Attend Phase meetings, staff meetings and Leadership meetings as identified on the school's development plans.
  10. Develop strong links with governors and other schools within our local partnerships in respect of SEND needs

### **Main Responsibilities (Inclusion):**

1. Demonstrate outstanding quality first teaching and learning which impacts on pupil outcomes.
2. To be the main contact on behalf of the school with Children and Family Services and all other such organisations and to handle all matters that involve these parties.
3. To liaise as necessary with the Designated Safeguarding Lead, taking responsibility for day to day management of issues arising.
4. To supervise the Inclusion Assistant in providing a coordinated approach to identifying individual children and groups of children for whom inclusion interventions are required.
5. To advise and support non-teaching staff working specifically on a 1:1 basis with challenging children.
6. To co-ordinate, direct and evaluate the provision of pastoral programmes for identified pupils (e.g. behaviour programmes or emotional well-being programmes)
7. To be responsible for writing, reviewing and evaluating behaviour management plans.
8. To initiate and act as lead professional on behalf of the school in Early Help assessments, reviews and other associated meetings (as discussed – each case to be evaluated and if deemed necessary, delegated to a colleague to lead. SLT to be made aware of such cases.
9. To liaise with a range of external agencies including the Local Authority and other schools to support pupils and their families.
10. To contribute to all forms of parental support on a day to day basis, including the collation of individual medical plans.
11. To complete and compile bids for external funding to support vulnerable groups.
12. To complete a termly SEND/ Inclusion Report for each full governing body meeting.
13. To meet with and report to Headteacher at Vulnerable Children meetings.

### **Knowledge, skill and experience:**

- Detailed knowledge of all matters relating to child protection and safeguarding
- Experienced in the supervision of staff and the monitoring and evaluation of their work.
- Experience of working with vulnerable/disengaged pupils
- Skilled in matters of conflict resolution and restorative practice
- Skilled in the use of advocacy between interest groups
- Experience of delivering and evaluating training
- Ability to represent the school at multi-agency meetings.
- Knowledge of IT and applications
- Excellent interpersonal skills including tact and diplomacy, counselling skills and empathetic and supportive skills
- Negotiation with stakeholders in the school, e.g. parents, on matters of challenge

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- Extensive knowledge of other services to support children and parents
- Knowledge of educational provisions (educational establishments)
- Ability to build links with the local community

### **Creativity and innovation:**

- To create, monitor and evaluate solutions to behavioural, emotional and social issues
- To manage children in conflicting situations requiring tact diplomacy and negotiating skills as required
- To identify learning opportunities that engages disaffected pupils and improves their attainment.
- To effectively manage parents and carers and resolve conflicts on behalf of the school.
- To build solutions with families to maximise attendance, raise attainment and reduce exclusion
- To proactively develop strategies to improve the attendance, behaviour and attainment of both individual and groups of pupils
- To supervise and deploy staff in the inclusion team and ensure effective service delivery
- Creation and delivery of SEND/inclusion reports as and when required

### **Contacts and relationships:**

- Contact with children on a daily basis to assess need and offer support
- Parents on a daily basis with regard to behaviour and attendance.
- SLT and school staff
- School governors
- External agencies including; Children and Family Services, CAMHS, EIS, School Nurse, Educational Psychologist, police, community police support officer, etc. Contact on a regular basis to agree services to support pupils and evaluate provision.

### **Decision making:**

- Coordinates, monitors, trains and evaluates the performance of the inclusion staff.
- Recommendations to SLT on the training, monitoring and evaluation of other staff where appropriate
- Managing solutions regarding the health and emotional well-being of pupils in line with LA and school policy and procedures
- Promote good behaviour at school and make recommendations on the development of new strategies to SLT
- Makes decisions in respect of SEND and inclusion needs to ensure efficiency and effectiveness is maintained.
- Liaising with class teachers to resolve conflict and difficulties with pupils and education provisions
- Recommendations to Senior Leaders and other staff on appropriate behaviour management strategies for both individuals and groups
- To be responsible for decision making and action planning in multi-agency meetings with the potential to positively impact on the lives of pupils at the School
- To be proactive in the development of community relations and decide on any appropriate

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actions.
<p><b><u>Responsibility for resources:</u></b></p> <p>None</p>
<p><b>WORK ENVIRONMENT</b></p> <p><b><u>Work demands:</u></b></p> <ul style="list-style-type: none"> <li>• Regular deadlines – DfE, bids for funding, multi-agency procedures</li> <li>• Requirement to meet short time scales in all matters to do with safeguarding and child protection</li> <li>• Diverse nature of the role necessitates frequent change of tasks</li> <li>• Managing of conflicting priorities and management of urgent issues in order to meet deadlines.</li> </ul>
<p><b><u>Physical demands:</u></b></p> <ul style="list-style-type: none"> <li>• Office and Classroom environment</li> <li>• Team Teach and Physical interventions as and when required.</li> </ul>
<p><b><u>Working conditions:</u></b></p> <ul style="list-style-type: none"> <li>• Office environment</li> <li>• Classroom environment</li> <li>• Pupils' homes</li> </ul>
<p><b><u>Work context:</u></b></p> <ul style="list-style-type: none"> <li>• Risk of verbal abuse and physical harm from pupils who display challenging behaviour</li> <li>• Risk of conflict situation with adults who are participants in matters of child protection or safeguarding</li> <li>• First hand contact with individuals and groups in potentially distressing situations</li> <li>• Team Teach as a last resort and only if the safety of a child or others in the vicinity is classed as a risk.</li> </ul>

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**Position in organisation:**

Indicate how many staff the post is directly accountable for:

Are posts in more than one location? Yes  No

Is this at the same site? Are the posts managed highly mobile?

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

Please indicate which post(s) Headteacher

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

