

***SENDCO***

**Job Title/Post: SENDCo**

**Tenure: Full time and Permanent**

**Responsible to: MPS / UPR + SEN ALLOWANCE**

**Start date: April 2025**

**Job Purpose :** Strategic Development of SEN Policy and Provision with a maximum of 0.4 teaching commitment\*.

a) Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision

b) Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability

c) Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan

d) Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice

e) Clearly communicate details of Rushmere Hall’s provision, how identification of SEN is carried out, how parents communicate with the school and where the school will take action and when / where it will not take action.

f) Lead the SEN Administrator, Inclusion and SEN team members.

g) Teach groups / classes for upto 0.4 FTE\* having direct contact with SEND pupils.

*\*This is because the school is returning to 2 forms of entry. The school needs to have the option of the SENCO potentially having some form of class teaching responsibility.*

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**EQUAL OPPORTUNITIES:**

The Eko Trust has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

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**Duties and Responsibilities**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

a) Identify and adopt the most effective teaching approaches for pupils with SEND

b) Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND

c) Work closely with curriculum leads to ensure SEND pupils are considered within the whole school curriculum design.

d) Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND

e) Evaluate assessment data and discuss next steps with the Family, Inclusion and SEN team

f) Model quality teaching and learning across the school and provide cover when needed

g) Teach a group / classes of pupils for a maximum 0.4 FTE (see above).

**Recording and Assessment**

a) Support teaching staff to set appropriate challenging targets for raising achievement among pupils with SEND

b) Oversee EHCP targets and ensure that these are broken down into increments which enable the class teachers to plan short term targets.

b) Identify, assess and review SEND and collect and interpret SEND assessment data.

c) Enable early identification and intervention through assessment and observation, clearly communicating this process to all stakeholders.

d) Ensure the interventions offered are regularly assessed and their impact reviewed regularly. Ensure staff are trained to deliver these effectively.

e) In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year.

f) In collaboration with class teachers ensure all pupils have detailed Provision Maps which clearly map out the intervention and support in place for the children AND accurately COST these provision maps which will support evidence for High Tariff Need claims (HTN).

**Training and Development**

a) The National Award for Special Educational Needs Co-ordination is a requirement for the post holder or a view to complete this in the future.

b) Deliver and share training and development opportunities within school and across partnerships.

c) Support and help members of staff, including Newly Qualified Teachers.

d) Attend courses/meetings and evaluate and report back to the Headteachers and other key staff on the essential issues.

e) Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within EHC Plans and the recommendations within specialists’ reports, in their planning for pupils with SEND.

f) Audit, order, organise and allocate resources throughout the school, keep an inventory and manage a budget

g) Take an active role in organising special curriculum events, as agreed with the Headteacher

h) Assist class teachers with their termly parent workshops and in their communications with parents.

**Leadership**

a) 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 new SEND Code of Practice.

b) Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.

c) Lead weekly FIS Family Liaison, Inclusion and SEN meetings to coordinate the provision of SEN with awareness of other areas of vulnerability.

d) Coordinate and manage the timetables of Specialist SEN support staff and work with the Headteacher to allocate T.A. resources across the school to meet needs.

e) Appraise specialist SEN support staff.

f) Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice.

g) 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 and, where necessary, send reviews to the appropriate agencies.

h) Monitor the children with SEND to check that they are making expected progress or better throughout the school.

i) Lead SEN reviews on pupil progress to provide challenge and support to improve their progress.

j) Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes.

k) Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability.

l) Develop productive partnerships with outside agencies and identify needs across the school for commissioning support.

m) Apply for an EHC plan when appropriate.

n) Hold annual reviews.

o) Write SEN policy /SEN information reports.

**Standards and Quality Assurance**

a) Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider community

b) Provide a key reference point in providing information and support for families of children with SEND

c) 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 in particular.

d) Liaise with the SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.

e) Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities.

f) Promote the general progress and wellbeing of individual pupils throughout the school.

g) Provide advice and guidance to pupils and parents on educational, emotional and social matters in line with school policies.

h) Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances

i) Attend phase, year group and staff meetings as identified on the school’s half termly calendar.

j) Develop strong links with governors, the local authority and other schools within our local partnerships.

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

The following statements define the behaviour and attitudes which set the required standard for conduct in our school

*1. You must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

* *treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position*
* *having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions*
* *showing tolerance of and respect for the rights of others*
* *not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
* *ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.*

*2. You must have proper and professional regard for the ethos, policies and practices of our school, and maintain high standards in your attendance and punctuality.*

*3. You must have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.*

***SENCO Person Specification***

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| ***Qualifications and training*** | | |
| ***Essential*** | | ***Desirable*** |
| *Have a degree in a relevant subject.* | |  |
| * *Have QTS.* * *Have taught for at least two years. At least 12 months experience working as a school SENCO* ***or*** * *A commitment to achieve a National Professional Qualification in SEN within three years of appointment if having less than 12 months experience.* | | *• Relevant safeguarding and child protection training undertaken and a willingness to update training regularly.*  *• Be a trained first aider.*  *• Have achieved the ‘National Award in Special Educational Needs Coordination’ previously OR have already commenced the new NPQ Sen qualification programme.* |
| ***Knowledge, skills and experience*** | | |
| ***Essential*** | | ***Desirable*** |
| * *Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.* * *Experience working to develop the quality of the curriculum and learning activities.* * *Experience coordinating provision for children with SEND.* * *Sound knowledge of the SEND Code of Practice and its application.* * *Sound knowledge of the graduated approach to providing SEN support. Experience of behaviour management techniques for groups and individuals with SEND. A good understanding of the principles of school improvement. Experience working effectively with colleagues to improve classroom practice.* * *Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.* | | *• Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers.*  *• Demonstrate a greater understanding of how pupils with SEND develop.*  *• Demonstrate a sound understanding of SEND funding on offer.*  *• Experience in making reasonable adjustments and access arrangements for pupils with SEND.* |
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| ***Personal traits*** | | |
| ***The successful candidate will have*** | | |
| *A commitment to equal opportunities and empowering others.*  *Excellent communication skills, both written and verbal.*  *Excellent time management and organisation skills.*  *An ability to manage and prioritise a demanding workload, and that of others.*  *A flexible approach towards working practices.*  *The ability to work as both part of a team and independently.*  *An ability to work with pupils and their families in a sensitive and positive way.*  *An ability to establish and maintain professional working relationships.*  *High levels of drive, energy and integrity.*  *Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.*  *An ability to model good practice and engage in self-reflection.*  *A commitment to improve current skills and demonstrate a willingness to develop further.*  *A commitment to contributing to the wider school community.* | | |
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| ***Additional requirements*** | | |
| ***The successful candidate will be*** | | |
| * *Flexible, reliable, enthusiastic and patient.* * *Inspiring and influential.* * *Able to take control, lead and manage situations.* * *Consistent in modelling good practice and behaviour.* | | |
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