# Job Description and Person Specification

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| **Role** | SENDCo and Class Teacher |
| **Grade and Range:** | Main Pay Range/Upper Pay Range with SEN Allowance |
| **Department:** | Teaching |
| **Location:** | School Based |
| **Accountable to:** | Headteacher |
| **Date required:** | September 2023 |

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| **Position Overview** |
| You will work with the Headteacher and SLT to ensure an inclusive culture within our school. You will be responsible for training and supporting staff and liaising with parents and children. As SENDCo you will ensure that the SEND provision is meeting the needs of all learners.  You will have a Class Teaching commitment where you will be a leader in the classroom and ensure every day counts for all children in your care. To be relentless in your  pursuit to provide an excellent education for all. |

**SENDCo**

* Under the direction of the headteacher and Governing Board, determine the strategic development of the SEND policy and provision in the school
* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Maintain an up-to-date knowledge of national and local initiatives which may

affect the school’s policy and practice

* Identify a pupil’s SEN and co-ordinate provision that meets the pupil’s needs, and

monitor its effectiveness

* Maintain an accurate and up to date SEN register, concerns list, provision map and Pupil Profiles.
* Provide guidance to colleagues on teaching pupils with SEN, and advise on the graduated approach, informed by research
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
* Analyse assessment data for pupils with SEN or a disability and provide succinct and clear analysis to data meetings
* Ensure records are maintained and kept up to date through the use of CPOMS and other systems
* Review the education, health and care plan with parents or carers and the pupil
* Communicate regularly with parents or carers
* 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
* Evaluate whether SEND funding is being used effectively, and propose changes to make use of funding more effective
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Liaise with other schools to ensure continuity of support and learning when pupils with SEN come in to school or transfer to other schools
* 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, where a looked-after pupil has SEN or a disability
* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

**Teaching**

* Plan and teach well-structured lessons to assigned classes within the primary age

range, following the school’s plans, curriculum and schemes of work

* Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of the pupils
* Set high expectations which inspire, motivate and challenge the pupils
* Promote good progress and outcomes from pupils
* Demonstrate good subject and curriculum knowledge
* Participate in arrangements for preparing pupils for any relevant external tests

**Whole-school organisation, strategy and development:**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Make a positive contribution to the wider life and ethos of the school

**Health, safety and discipline:**

* Follow all safeguarding procedures within the school
* Promote the safety and well-being of pupils at all times
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

**Professional development:**

* Take part in the school’s appraisal procedures
* Take part in further training and development in order to improve own teaching

**Communication:**

* Communicate effectively with pupils, parents and carers working with colleagues and other relevant professionals
* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Develop effective professional relationships with colleagues

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| **Personal and professional conduct:**   * Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school * Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality * Understand and act within the statutory frameworks setting out their professional duties and responsibilities   **Safeguarding:**   * The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.   Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. There may be requirements to complete other duties appropriate to the level of the role, as directed by the Head teacher or line manager. |
| **General Duties** |
| * Stay up to date on research, policy changes and national thinking, and share within the school and wider where appropriate * Prepare and review information the Governing Body/Trust is required to publish * Contribute/lead INSET for staff * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to your line manager * Be aware of and support difference and ensure equal opportunities for all * Produce reports for, attend and participate in relevant meetings as required. * Participate in training and other learning activities and performance development as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Be a flexible and supportive member of the team. * A commitment to engage in continuous professional development, ensuring a deep understanding of your areas of responsibility, national thinking and national policy. * To perform any other task under the reasonable direction of the Headteacher |

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| **Skills and Experience Required:** |

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST).

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|  | **Essential** | **Desirable** |
| **Qualifications** | | |
| Qualified teacher status | AF |  |
| Degree | AF |  |
| Hold the national award for SEND |  | AF |
| Had experience of being a SENDCo |  | AF |
| **Experience** | | |
| Successful previous teaching experience in a primary school | AF/I |  |
| Been a member of a SLT in a school |  | AF |
| Carried out SEND reviews |  | I |
| Interpreting data and identifying areas for improvement | I |  |
| Providing training and support in areas related to SEND | AF |  |
| Presenting information to a variety of audiences |  | I |

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| **Behaviours** | | |
| Excellent communicator | I |  |
| Professional and approachable | I |  |
| Ability to problem-solve as part of a team or working alone | I |  |
| Confident at following through on tasks and resolving enquiries | I |  |
| Proactive | I |  |
| Positive attitude | I |  |
| Demonstrates resilience | I |  |
| Can work collaboratively with others and develop good working  relationships | I |  |
| **Skills and Knowledge** | | |
| Sound knowledge of the SEND Code of Practice | AF/AST/I |  |
| Excellent verbal communication skills | I |  |
| Excellent written communication skills | AF/AST |  |
| Knowledge of National Curriculum and Early Years Framework | AF/AST/I |  |
| Understanding of what makes ‘quality first’ teaching, and of  effective intervention strategies | AF/AST/I |  |
| Ability to adapt teaching to meet the needs of the children | AF/AST |  |
| Excellent planning and organisation skills | I/AST |  |
| Ability to influence and negotiate | AF/I |  |
| Knowledge of effective behaviour management strategies | I/AST |  |
| High degree of attention to detail | AST |  |
| Good ICT skills, particularly ICT to support learning | AF/I/AST |  |
| Experience of using school IT systems e.g. CPOMS |  | AF |
| Ability to chair meetings, maintaining a focus on agenda items  and summarising actions |  | AF |
| **Attributes** | | |
| High Expectations for children’s attainment and progress | I |  |
| Committed to own continuing professional development | AF/I |  |
| Committed to putting children’s education first | I |  |