



Pickering Community Junior School

Pickering Community Infant School



Job Description

Job Title:	SENDCo
Grade:	MPR/UPR + SEN allowance
Responsible to:	Headteachers
Responsible for:	Deployment of support staff allocated

General Description

Part time: 0.6 across the two schools

We are looking for a member of the Senior Leadership Teams, working closely with the Headteachers from both schools and other members of the SLT, to take a lead role in maintaining a whole school overview for SEND with specific responsibility for coordinating provision for pupils with SEND.

Key Responsibilities and Professional Duties:

- lead the strategic direction and development of the school's provision for Special Educational Needs and Disabilities
- support the inclusion of all pupils by leading and managing the deployment of support staff
- lead the effective implementation of School and Education Health Care Plans
- monitor teaching and learning activities to meet the needs of pupils
- liaise effectively with other agencies, schools and parents
- analysing and interpreting school data for SEND pupils to inform provision
- keep up to date with relevant developments in the area of SEND
- make an active contribution to the policies, school development plan, self evaluation form and aspirations of both schools
- update the SLT and governing body on the effectiveness of provision for pupils with SEND
- lead staff training sessions
- participate fully with arrangements made in accordance with Performance Management
- make a positive contribution to the wider life and ethos of the school

Teaching and Learning

1. Research, identify and adopt the most effective teaching and learning approaches for pupils with SEND
2. Support teachers, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
3. Liaise with other settings at key transition times (e.g. Nursery to EYFS, Year 6 to secondary school, etc) to ensure continuity of support and learning
4. Meet individual pupil needs, including SEND and Looked After Children (PEPs)

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. Set up systems for screening pupils at 'point of entry' to enable early identification and intervention through assessment and observation.
4. Evaluate and interpret specific pupil assessment data to ensure the interventions within year groups meet the needs of all pupils with SEND and discuss next steps with the Senior Leadership Team and Governors
5. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year e.g. review meetings, parent evening consultations etc

Training and Development

1. The National Award for Special Educational Needs Co-ordination is a requirement for the postholder.
2. Deliver and share training and development opportunities within school and across partnerships.
3. Support and help induct new members of staff, including Newly Qualified Teachers.
4. Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.
5. Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within statements/EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEND.
6. Audit, order, organise and allocate resources throughout the school for inclusion.

Leadership

1. Lead strategic development of SEND policy / provision, in line with the Code of Practice.
2. Inspire and include all pupils through effective management of the SEND budget.
3. Ensure all members of staff recognise and fulfill their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles under the Code of Practice.
4. Line manage support staff who have direct responsibility for pupils with SEND and EAL including observations and annual appraisals.
5. Provide training opportunities for teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
6. Organise and lead INSET to assist teachers in providing early intervention for pupils with SEND through first quality practice.
7. Coordinate the application for EHCP for new and existing pupils.
8. 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.
9. Monitor the children with SEND to check that they are making expected progress or better throughout the school.
10. Analyse and interpret relevant school, local and national information to assess SEND provision.
11. Set up and monitor the effectiveness of interventions delivered by teachers and support staff and the impact they have on pupils.
12. Write and review action plans for improving provision and improvement of SEND and to ensure objectives to develop provision are reflected in the School Improvement Plan.

13. Liaise with members of the Governing Body at both schools to inform them of progression of the SEND Action Plan, quality of teaching and learning, progress of pupils and overall standards across all Key Stages.
14. Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, and share these with the SLT.
15. Ensure the school SEND register is up to date and all stake holders are fully informed about support plans in place/ planned.
16. Ensure provision maps are monitored regularly, are live documents and that their impact is assessed and progress can be evidenced.

Standards and quality assurance

1. Support and promote the high aspirations, positive ethos and inclusive culture of both schools to colleagues, governors, parents, children and members of the wider 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 of the school and keep up to date records of any actions/outcomes from the 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 throughout the 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 e.g. open evenings, parent workshops and pupil performances.
9. Attend phase, year group and staff meetings as identified on the school's calendar.
10. Develop strong links with governors and other schools within our local partnerships

**Pickering Community Junior School and
Pickering Community Infant School
Person Specification: SENDCo**

	Essential	Desirable
Qualifications	<p>Qualified Teacher status. National Award for Special Educational Needs Coordination or the willingness to work towards this.</p>	<p>Evidence of continuous professional development with particular reference to Special Educational Needs and Disabilities (SEND).</p>
Experience	<p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> - Teaching at FS, KS1 or KS2 - Qualified teacher with at least two years experience in the primary sector - Evidence of work with colleagues in primary schools - Experience of leading a team of teachers on a curriculum initiative - Experience of training other teachers - Experience of working alongside other teachers in development and learning - Experience of setting targets and monitoring, evaluating and recording progress 	<p>In addition, the SENDCo might have experience of teaching the whole primary age range dealing with a range of SEND.</p> <p>Experience of liaising with external agencies</p> <p>Experience in the EHCP application process</p>
Knowledge and Understanding	<p>The SENDCo should have a working knowledge and understanding of:</p> <ul style="list-style-type: none"> - Strategies for meeting SEND in a mixed prior attainment class situation - The SEND Code of Practice: 0 to 25 years and its practical application - Referral processes including EHCPlan process and the evidence needed - Behaviour management techniques for groups and individuals - Good understanding of curriculum and pedagogical issues related to extending pupil performance - Good understanding of factors promoting effective transfer of learners from one phase of education to the next - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress 	<p>In addition the SENDCo might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Using comparative information about attainment - The funding support mechanism for SEND - The roles and responsibilities of learning and behaviour support services - Inter-agency working - Pastoral support plans - An understanding of the broader secondary and primary context and Government initiatives to raise achievement - Knowledge and understanding to support EAL children
Skills	<p>The SENDCo will be able to:</p> <ul style="list-style-type: none"> - Empathise with the difficulties of SEND pupils in accepting the curriculum - Build relationships quickly and effectively with a variety of stakeholders - Demonstrate high levels of emotional intelligence - Organise and sustain systematic support from a variety of providers for a range of SEND - Be a champion for vulnerable learners 	<p>Confident in the use of information and communication technology. Good influencing and negotiation skills.</p> <p>Present clearly a wide range of specialised information to both educationalists and non-educationalists</p>

	<ul style="list-style-type: none"> - Manage the co-ordination of learning support assistants in support of SEND pupils - Advise, inspire and motivate teaching staff with SEND initiatives - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner - Good communication skills, both written and oral - Good presentation skills with the ability to enthuse and motivate others - Excellent organizational skills 	
<p>Personal Characteristics</p>	<ul style="list-style-type: none"> - Willingness to share expertise, skills and knowledge - Commitment to team working - Willingness to address challenging issues with clarity of purpose and diplomacy. - A well-reasoned educational philosophy in tune with the school ethos. - A positive and optimistic approach to the daily opportunities and challenges of school life. - A genuine desire for life-long learning - A commitment to safeguarding and promoting the welfare of children and young people. 	<p>Prepared to attend national and regional venues for meetings and training sessions.</p>