



JOB DESCRIPTION

Job Title: SENDCo 0.6 – 3 Days Per Week
School / Location: Romiley Primary School
Salary Grade: Teachers' Pay Range + TLR2

Post Reports to: Headteacher

Special Educational Needs and Disabilities (SEND) Co-ordinator

Status of the Post

This is a senior post within the school's leadership structure, which carries significant responsibilities including membership of the Senior Leadership and Safeguarding Teams.

Main Responsibilities of the Post

In addition to those professional responsibilities, which are required of all classroom teachers in the school (in line with the School Teachers' Pay and Conditions Document and Teachers' Standards) 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.

- The post holder's key responsibility will be to assist the Headteacher and governors with the strategic development of SEND policy and provision throughout the school and to contribute to whole school strategic planning as part of the Senior Leadership Team.

Professional Responsibilities

The post holder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below: -

Making an impact on the educational progress of pupils

- Have the ability to deliver high quality teaching across all key stages and for all learners in class, groups or individually
- Oversee the day-to-day operation of the SEND policy with the aim of raising achievement of pupils with special educational needs and disabilities.
- Set up systems for screening pupils at 'point of entry' to enable early identification and
- intervention through assessment and observation.
- Identify, adopt and monitor the most effective teaching approaches for pupils with SEND to meet their needs and be able to work independently.
- Ensure that appropriately challenging targets are set and regularly reviewed for individual pupils with SEND to meet their needs and raise attainment and make the required progress
- Monitor small group support and interventions across school to ensure they raise achievement.
- Use pupil assessment data to ensure the most effective and timely interventions are delivered to ensure the most progress for all learners.
- Liaise with all colleagues to ensure continuity and progression for SEND pupils, including other settings at key transition time to ensure continuity of support and learning.

Leading, developing and enhancing the teaching practice of others

- Be a highly effective role model in terms of own classroom practice
- Ensuring effective understanding and implementation of SEND school improvement priorities and that all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND under the Code of Practice.
- Ensuring all practitioners understand the plan/do/review cycle of SEND provision and how the school uses it successfully to improve outcomes for all SEND learners.
- Support all staff, including Newly Qualified Teachers, to understand the needs of SEND pupils, coaching them to identify the most effective teaching practices to be used
- Audit, order, organise and allocate resources appropriate to SEND children throughout the school.
- Effectively manage a budget so that it leads to the best outcomes possible for SEND pupils.
- Motivate and support staff implementing SEND to carry roles out to the highest standard
- Monitor the quality of SEND teaching and learning, sharing judgements with all relevant colleagues as appropriate
- To identify and provide professional guidance and training to staff to secure good teaching for pupils with SEND through written guidance, modelling, coaching and mentoring.
- Be responsible for maintaining the school provision map and school offer
- Overseeing the implementation and reviews of existing Education and Health Care Plans.
- To ensure external professional's assessment and reports are implemented effectively and are reviewed regularly to enable the best outcomes for SEND learners.
- Contributing to the school's drive to improve wave one practice and overseeing and monitoring effective and appropriate wave two and three interventions.
- Report back to other leaders on current school, local and national issues affecting SEND learners.

Managing Behaviour and safety in the respective phase

- Manage the health, safety and welfare of all pupils, ensuring any issues identified are brought to the attention of Senior Leadership Team.

Develop relationships with parents/carers and the wider community.

- 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.
- 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.
- 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.
- To provide advice and guidance to pupils and parents on educational, emotional and social matters in line with school policies.
- Liaise with parents / carers, external agencies and Local Authority to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Actively develop effective relationships with parents/carers to develop further understanding of SEND provision, ensuring that they are regularly informed about their child's progress at key and regular intervals throughout the year.
- Lead information meetings for parents and contribute to Governors' meetings.

Leadership

- To work closely with the Headteacher, Deputy Headteacher, Senior Leadership team and colleagues in the strategic development of Romiley's SEND policy, in line with the Code of Practice, helping to shape the strategic direction and development of the whole school, but especially with regard to provision for children with special educational needs and disabilities.
- Contributing to the ongoing school's self-evaluation process and School Development Plan in relation to SEND provision
- Analyse and interpret relevant school, local and national data and advise on SEND requirements and the level of resources required to maximise achievement
- Oversee assessment with Headteacher and Deputy Headteacher, recording and reporting arrangements of children with SEND, ensuring all assessment is evaluated and the appropriate action taken
- Line manage support staff who have direct responsibility for pupils with SEND including carrying out monitoring and annual appraisals.
- 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.
- Assist teachers in providing early intervention for pupils with SEND through first quality practice.
- Coordinate the application for EHCP for new and existing pupils.
- Assist teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings are completed in good time and where necessary send reviews to the appropriate agencies.
- Monitor the children with SEND to check that they are making expected progress or better throughout the school.
- Analyse and interpret relevant school, local and national information to assess SEND provision.
- Set up and monitor the effectiveness of interventions delivered by teachers and support staff and the impact they have on pupils.
- Write and review action plans for improving provision and achievement of SEND and to ensure objectives to develop provision are reflected in the School Development Plan.
- Liaise with members of the Governing Body 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.
- Develop productive partnerships with outside agencies and identify needs across the school for commissioning support
- Ensure the school SEND register is up to date and all stake holders are fully informed about support plans in place.
- Ensure support plans are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
- To participate and contribute fully to Senior Leadership Team meetings.

Other Specific Professional Responsibilities

The post holder will be responsible for: -

- Communicate SEND matters with the Governing Body when required.
 - Complying with all reasonable requests from the Headteacher or her representative.
 - Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
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Safeguarding

The post holder has a responsibility to safeguard and promote the welfare of children and must comply with the school's safeguarding and child protection policies at all times.

Equal Opportunities

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The school values diversity and inclusion and welcomes applications from all sections of the community.

Benefits of working for Helix Academies Trust

In addition to the salary the successful candidate will be a member of the Local Government Pension Scheme with generous contributions from the Trust. All staff have access to a comprehensive wellbeing package offering support designed to support colleagues when it is needed the most. Staff can have access to the Childcare Voucher Scheme and the Cycle to Work Scheme.

COMPETENCY AND PERSON SPECIFICATION

Job Title: SENDCo Teacher with TLR payment

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

Competency	SCORE					Essential or Desirable
	0	1	2	3	4	
Knowledge						
Knowledge and understanding of how to develop and adapt conventional teaching methods to meet the needs of pupils						Essential
Knowledge and understanding of the National Curriculum						Essential
Knowledge of current issues in education						Essential
Knowledge and practical understanding of ICT and of common tools which can be used to benefit and advance pupils' learning. This may include special equipment and facilities such as audio-visual materials and computers to simulate interest in learning						Essential
Knowledge of and a commitment to equal opportunities and to the use of a variety of strategies and practices to promote and address diverse cultural and equality issues in the classroom						Essential
Knowledge and understanding of all 3 key stages in the primary phase						Essential
Knowledge of the SEND code of practice						Essential
Knowledge and understanding of other relevant initiatives including the school's own policies						Essential
Experience						
Experience of assessing children who have long or short-term learning difficulties and working with colleagues and key stakeholders to identify the individual pupil's special needs						Essential
Experience of leading in the area of responsibility within a school						Essential
Experience of managing others						Desirable
Track record of raising educational standards for all in the pursuit of excellence.						Essential

Teaching experience with the age range and/or subject(s) applying for.						Essential
Experience of and ability to create a stimulating and safe learning environment						Essential
Experience of planning, preparing and delivering a curriculum relevant to the age and ability group/subject that you teach						Essential
Experience of assessing and recording the progress of pupils' learning to inform next steps and to monitor progress						Essential
Experience of involvement with parents / guardians and the wider community						Essential
Experience of participating in and developing extra- curricular activities						Essential
Experience of working with external agencies						Essential
Experience of reviewing Education, Health and Care (EHC) plans						Essential
Skills						
National Award for SENCo						Essential
Evidence of having led effective curriculum planning and development to secure improvement across the whole school						Essential
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.						Essential
Commitment to working with pupils with special educational needs						Essential
Ability to manage confrontation and challenging behaviour						Essential
Evidence of high expectation of pupils to ensure that they can reach their full potential						Essential
Ability to lead by example and to motivate others to work effectively as both an individual and a team member						Essential
Articulate and approachable; excellent communication, influencing, interpersonal and listening skills						Essential
Ability to teach using a wide variety of strategies to maximise achievement for all children and to meet differing learning styles.						Essential
Ability to use ICT to advance pupils' learning and to use common ICT tools for their own and pupils' benefit.						Essential
Ability to encourage children to develop self-esteem and respect for others.						Essential
A skilled communicator with experience and understanding of the communication skills required to teach children and young people and the wider school community (verbal, written, using ICT as appropriate).						Essential

Education and Qualifications						
Qualified Teacher Status						Essential
Degree						Essential
Evidence of continuing professional development						Essential
Work related Attributes						
Be a team player who is warm and sensitive to children						Essential
Demonstrable personal and professional integrity, including modelling the schools' values and vision						Essential
Capacity for sustained hard work and vigour						Essential
Ability to think on your feet and solve problems						Essential
Willingness to lead or support the school in extra curriculum activities.						Desirable
Understands and actively supports the Trust's diversity and equality policy.						Essential
To meet Helix Academy Trust's standard of attendance						Essential
A willingness to be flexible in a changing environment						Essential

Scoring key

- 0 – Not met essential criteria
- 1 – Partially meets essential criteria
- 2 – Meets criteria
- 3 – Exceeds criteria
- 4 – Exceptional