

Ince CE Primary School – Job Description

Post: Teacher with responsibility for Special Educational Needs (SENDCo)

Salary: Qualified Teachers Pay Scale – TLR2b

Responsible to : the Headteacher

The Key Purpose of the Job

To carry out professional duties of a teacher other than a Headteacher, including those duties particularly assigned to him/her by the Headteacher. To work with the Headteacher in creating, inspiring and embodying the Christian ethos and culture of the school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

To be committed to securing and delivering the key functions of the school:

- Achieving the highest standards for all groups of learners
- Delivering quality first teaching
- Closing gaps
- Engaging the whole learning community
- Work closely with parents and carers

Accountability for leading, managing and developing SEND provision across the school including fulfilling the designated responsibilities of the SENDCo

- Working with other relevant teachers across the school.
- Identify relevant school improvement issues.
- Define and agree appropriate improvement targets.
- Co-ordinate CPD needs and opportunities.
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Accountability for progress and standards according to current SIP priorities.
- Provide the Headteacher with relevant SEND, subject, curriculum area or pupil performance information.
- Provide detailed costed provision map for the SEND, Pupil Premium and EAL pupils.

Impact on education progress for SEND pupils, pupil premium and groups of learners across the school including EAL pupils.

- Working with other relevant teachers across the school.
- Identify appropriate attainment and/or achievement targets.
- Monitor pupil standards and achievement against annual targets.
- Monitor planning, curriculum coverage and learning outcomes.
- Ensure relevant policy documents are in place and regularly reviewed.
- Lead evaluation strategies to contribute to overall school self-evaluation
- Plan and implement strategies where improvement needs are identified and evaluate impact.
- Ensure that relevant attainment/achievement targets are met.
- Accountability for progress and standards according to current SIP priorities.

Leading, developing and enhancing the teaching practice of others

- Working with other relevant teachers in the key stage or subject.
- Maintain personal expertise and share this with other teachers.
- Act as a role model of good/outstanding classroom practice for other teachers, modelling effective strategies with them.
- Lead manage and develop area of learning according to current SIP priorities.
- Monitor and evaluate standards of teaching, identifying areas for improvement.
- Plan and implement strategies to improve teaching where needs are identified.
- Evaluate impact of costed provision maps.
- Induct, support and monitor new staff.
- Act as a performance management team leader for identified teachers.

Performance management team leader

- Ensure that performance management arrangements are effectively discharged and monitor the effectiveness and impact of performance management arrangements within a key stage/department (subject to the performance management policy).
- Monitor and evaluate the contribution and impact of other staff to school improvement across key stages/departments.
- Provide quality assurance monitoring and intervention as agreed.
- Identify staff development needs and co-ordinate these with those responsible for CPD in the school.
- Plan the deployment of staff expertise to achieve school improvement objectives.

Other duties and responsibilities

- To attend meetings, in accordance with school policy and to lead such meetings as required.
- To take whole school assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to, e.g. governors, LA officers, parents, outside agencies.
- To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

Safeguarding responsibilities

- The post holder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.
- To be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To support the protocols and systems that are in place to address the needs of children with special educational needs and 'children in need' as defined by the Children Act.
- To ensure safeguarding procedures are understood and are implemented within own area of the school.
- To ensure child protection procedures and processes are followed within own area of the school.

Key organisational objectives

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Contributing to the maintenance of a caring and stimulating environment for pupils.
- Contribute to the monitoring and evaluation documentation of the school

Ince CE Primary School – PERSON SPECIFICATION

Post: Teacher with responsibility for Special Educational Needs (SENDCo)

Salary: Qualified Teachers Pay Scale – TLR2b

Responsible to : the Headteacher

No	Categories	Essential/ Desirable	App Form	Interview
Qualifications				
1	Qualified teacher status	E	✓	
2	A commitment to attain the NSENCO Certificate	E	✓	
3	Evidence of Continuous Professional Development	E	✓	
4	Safeguarding training	E	✓	
Knowledge and understanding relevant to the job				
1	Detailed knowledge of the legislation and practice surrounding the education of children with SEND.	D	✓	✓
2	Understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress in children of primary age.	E	✓	✓
3	Good understanding of the use of new technologies	E	✓	✓
4	Good understanding of Quality First Teaching	D	✓	
5	Good understanding of the role of extended and integrated services in raising attainment and diminishing the difference.	D	✓	✓
6	An understanding of the importance of the culture and ethos of the school in securing standards and of strategies for improving these.	E	✓	
7	Good understanding of statutory requirements upon primary school.	E	✓	
8	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	D		
9	Has an up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	E		

10	Values and respects the views and needs of young people	E		
No	Categories	Essential/ Desirable	App Form	Interview
Experience relevant to the job				
1	Experience /interest in being a SENDCO in a primary phase.	E	✓	
2	Recent significant and successful experience as a teacher in the primary phase.	E	✓	✓
3	Significant and successful experience of leading aspects of curriculum development.	E	✓	
4	Experience of supporting /mentoring colleagues in order to secure school improvement.	D	✓	
5	Experience of improving the quality of teaching and learning, through processes of monitoring and support.	D	✓	
6	Experience of managing and using pupil attainment and tracking databases.	E	✓	
7	Experience of supporting staff development programmes for teachers and other staff.	D		
8	Experience of supporting strategies to improve parental involvement in their children's learning.	D		
Knowledge and understanding relevant to the job				
1	Detailed knowledge of the legislation and practice surrounding the education of children with SEND.	D	✓	✓
2	Understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress in children of primary age.	E	✓	✓
3	Good understanding of the use of new technologies	E	✓	✓
4	Good understanding of Quality First Teaching	D	✓	
5	Good understanding of the role of extended and integrated services in raising attainment and diminishing the difference.	D	✓	✓
6	An understanding of the importance of the culture and ethos of the school in securing standards and of strategies for improving these.	E	✓	
7	Good understanding of statutory requirements upon primary school.	E	✓	

8	An understanding of the role of parents and the community in school improvement and how this can be promoted and developed.	D		
No	Categories	Essential/ Desirable	App Form	Interview
9	Has an up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	E		
Aptitude and skills				
1	To demonstrate leadership qualities, including energy, resilience, and the ability to enthuse and motivate others.	E	✓	
2	To be able to articulate a clear vision for high quality education with our catchment.	E	✓	
3	To be able to communicate clearly both orally and in writing with a range of audiences, including children, parents and carers, governors and staff and outside agencies	E	✓	
4	To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.	E	✓	
5	To have good analytical skills, being able to synthesise information, summarise and draw appropriate conclusions.	E		
6	To be able to understand, interpret and present school performance data.	D		
9	Has an up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	E		
10	Values and respects the views and needs of young people	E		