



The Royal First School

Job description: The Royal First School, SENDCo

Job details

Salary: MPS + SEN Allowance

Contract type: Part-time 0.4

Reporting to: Headteacher

Job purpose

- To have a clear overview of the day to day provision made by the school for pupils with SEND
- To provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils
- To work in partnership with classroom teachers to provide individual education support plans for children experiencing learning difficulties, this includes those who present with social, emotional and behavioural difficulties
- To ensure that any pupil identified as having a special educational need is entered on the SEN register and then is appropriately followed through in terms of the Code of Practice suggested procedures
- To deliver CPD to all staff
- To innovate, co-ordinate and manage support staff
- To assess the success of interventions through the analysis of data
- To continue the development of effective relationships with all members of our school community, including outside agencies
- To lead and coordinate meetings with parents / carers and professionals from outside agencies

Main 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. This is a part-time post and will involve the co-ordination of teaching and learning provision for our SEND learners. This job description may be modified by the Headteacher, with the postholder's agreement, to reflect or anticipate changes in the job.

Responsible to: the Headteacher

Responsible for: liaising with class teachers and support staff regarding the day to day provision for pupils with SEND

Strategic direction and development of SEN provision in the school

- To contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development
- To support staff in understanding the learning needs of pupils with SEND including social, emotional and behavioural difficulties and the importance of raising their achievement
- To contribute to and help review and evaluate the school development plan from the point of view of SEND
- To ensure that the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed

- To monitor the progress made in setting objectives and targets for pupils with SEND including social, emotional and behavioural difficulties
- To assist in the evaluation of the effectiveness of teaching and learning and use this analysis to guide further improvement
- To liaise with the Headteacher on the level of resources required to maximise the achievements of pupils with SEN including those with social, emotional and behavioural difficulties
- To liaise with and coordinate the contribution of external agencies
- To analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practice, expectations, targets and teaching methods
- To ensure that paperwork is prepared in a timely manner for EHCP applications and annual reviews
- To lead annual reviews for children with EHCPs

Teaching and Learning

- To support the identification of, and disseminate the most effective teaching approaches for pupils with SEND
- To collect and interpret specialist assessment data gathered on pupils and use it to inform practice
- To work with pupils and class teachers to ensure that realistic expectations of behaviour and achievement are set for pupils with SEND
- To liaise with the Headteacher to monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND
- To develop systems for monitoring and recording progress made by pupils with SEND towards the achievement of targets set
- To support the development of improvements in English and Mathematics as well as access to the wider curriculum
- To maintain effective partnerships between parents and the school's staff so as to promote pupils' learning and provide information to parents about targets, achievements and progress
- To pass relevant information and new initiatives onto relevant staff through coaching/mentoring and staff training

Efficient and effective deployment of resources

- To organise and coordinate the deployment of learning resources, including ICT, and monitor their effectiveness for pupils with SEND across the school
- To maintain existing resources and explore opportunities to develop or incorporate new resources

Leading and managing staff

- To help staff to achieve constructive working relationships with all pupils
- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND
- To ensure the establishment of opportunities for teachers, teaching assistants and other classroom assistants to review the needs, progress and targets of pupils with SEND
- To provide regular information to the Headteacher on the evaluation of the effectiveness of provision for pupils with SEND to inform decision-making and policy review
- To advise, contribute to and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to pupils with SEND including the passing on of relevant information and new initiatives
- To plan and lead regular meetings, in line with the agenda for school development, for all teaching assistants
- To provide training in line with the most up to date Supporting Children with Medical Conditions in School Policy.

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 vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- 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
- Take part in the appraisal and professional development of others, where appropriate

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

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside 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

Management of staff and resources

- Direct and supervise support staff assigned to you
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

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. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification – The Royal First School, SENDCo

The Royal School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We therefore expect all staff and volunteers to work to and within school policies and procedures, including safeguarding, child protection and health and safety.

This post is subject to satisfactory references, an enhanced Disclosure and Barring Service (DBS) check, medical clearance, evidence of qualifications, plus verification of the right to work in the UK.

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • SENDCo Accreditation • Successful primary teaching experience • Commitment to own professional development
Skills and knowledge	<ul style="list-style-type: none"> • Recent or current experience of the SENDCo role • Experience of using intervention programmes • Experience of producing IEPs and target setting • Experience of working with outside agencies • Experience of evaluation of what makes effective teaching and learning • Knowledge of the EYFS curriculum and primary National Curriculum • Working knowledge of relevant policies/codes of practice/SEND legislation • Knowledge of effective teaching and learning strategies • A good understanding of how children learn and the barriers to learning which present themselves to children who have SEND • Experience of using assessment for learning effectively to ensure good progress • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils and staff • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies with high expectations of behaviour and pupil attainment • Good ICT skills, particularly using ICT to support learning

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the Christian ethos and values of the school
- High expectations for children's attainment and progress
- Excellent inter-personal skills and communication skills with all stakeholders
- Excellent written language skills
- Ability to work under pressure and prioritise effectively
- Ability to work effectively within a team
- Flexible and enthusiastic
- Commitment to maintaining confidentiality at all times
- Commitment to developing positive relationships with pupils and families
- Commitment to safeguarding and equality
- Commitment and willingness to involve yourself in the life of the school