



Special Educational Needs Coordinator (SENDCo)

MPS/UPS + SEN Allowance To start September 2024 or January 2025



Job Title: Special Educational Needs Coordinator (SENDCo)

Grade: MPS/UPS + SEN Allowance Full Time Permanent contract

Responsible to: Deputy Head Teacher and Head Teacher

Responsible for: Coordinating SEN provision across the school

★ Dream Big, Work Hard, Be Kind ♥

Overview:

We are seeking a dynamic and passionate individual to join our SEN team who will have oversight of SEN provision across the school. This will include working alongside our newly appointed ARP Leader who will be taking up their post in September 2024. Our SENDCo post benefits from a full-time SEN admin support assistant.

With the prospect of our new Speech, Language and Communication (SLCN) ARP opening within the next academic year, this is a truly exciting time to join our team. The successful candidate will be given the autonomy to re-energise current practices and lead our school in embracing inclusivity and diversity during this opportune time.

The role includes effectively managing a team of learning support assistants. You will oversee and check the quality of provision to ensure best practice and best possible outcomes and equal opportunities for all pupils. You will work in partnership with parents and carers, external specialists and the Governing Board.

This role would suit a candidate with proven leadership ability and impact, a detailed, working knowledge of the SEND Code of Practice, and experience teaching pupils with SEN and developing best practice in school.

Main purpose

The SENCO, under the direction of the head teacher, will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

- Fully involve carers, parents or guardians in any decisions made about their child's education
- Work with carers, parents and guardians to understand the needs of the child
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- Take on some class teaching where appropriate
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom. However, as a proven skilled practitioner, there will be some element of class teaching and/or team teaching within this role.

Requirements:

- Qualified teacher status (QTS) with experience of working with pupils with SEN.
- SENDCo qualification or willingness to undertake qualification.
- Strong leadership and management skills, with the ability to inspire and motivate a team.
- Excellent communication and interpersonal skills, with the ability to build positive relationships with pupils, staff, parents, and external partners.
- Understanding OF different approaches and strategies for supporting pupils with SEN.
- Commitment to inclusion and diversity, with a passion for making a difference in the lives of students with special educational needs and disabilities (SEND).

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- 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
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Oversee and advise on individual learning plans

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Oversee support for pupils with medical conditions and/or health care plans.

Leadership and management

- Work with the head teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SDP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET and professional learning sessions for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants (LSAs) working with pupils with SEN or a disability and other members of the inclusion team
- Lead staff appraisals
- Review staff performance on an ongoing basis
- Support staff with planning for and assessing pupils with SEND or those who demonstrate individual needs

Safeguarding

- Liaise and collaborate with designated safeguarding leads (DSLs) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Additional duties:

- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and pupils to follow this example

Other specific duties:

- To engage in personal professional development
- To actively and positively engage in the performance management process
- To undertake any other duty as specified by the Head teacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate
- To be welcoming and courteous to all visitors to the school, and when representing the school in the wider community or within the scope of the role

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 SENDCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job, commensurate with the grade and job title.

If you're looking for a great place to teach, then Redbridge Primary School should definitely be at the top of your list. Here are some reasons why you should consider teaching at our school:

- **Incredible Children:** Our children are simply wonderful! They are kind, creative and enthusiastic about their learning. Everyone who visits our school comments on how welcoming and lovely our children are to be around.
- **Dynamic Leadership:** The school is led by a positive and experienced leadership team who are dedicated to ensuring that every child receives the best possible education. They are committed to being approachable and supportive to ensure that our staff team have the necessary tools and skills to undertake their jobs.
- **Learning Environment:** Redbridge Primary School prides itself on fostering an inclusive and welcoming environment where children can learn, grow and become the best version of themselves. Our curriculum places a strong focus on developing children's social and emotional wellbeing alongside their academic achievements, ensuring they thrive in all aspects of their lives.

- **Family first approach:** At Redbridge Primary School we don't just accept, but we celebrate the fact that our staff have lives and their own families outside of school. Our people are at the heart of our success. We have developed a strong culture of collaboration and best practice. We look after, and invest in our staff with support, coaching, mentoring, as well as providing an award winning employee wellbeing service for all staff.
- **Excellent Professional Development:** The school places a strong emphasis on professional development, providing ongoing training and support to help you grow and develop as a teacher. You will have access to a wide range of resources, including training programs, coaching, and mentoring, enabling you to continually improve your practice.
- **Supportive Community:** At Redbridge Primary School, you will be part of a warm and welcoming community that is dedicated to providing the best possible education for its children. The school has strong links with our families, and the wider community, creating a supportive and collaborative learning environment.

Person Specification

Criteria	Qualities
Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> ✓ Qualified teacher status ✓ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment ✓ Degree <p>Desirable</p> <ul style="list-style-type: none"> ✓ Evidence of further professional development relevant to the role
Experience	<p>Essential</p> <ul style="list-style-type: none"> ✓ Substantial teaching experience in primary education ✓ Experience of conducting training/leading INSET ✓ Experience of line managing staff <p>Desirable</p> <ul style="list-style-type: none"> ✓ Experience of working at a whole-school level ✓ Involvement in self-evaluation and development planning ✓ Experience of a DSL role
Skills and knowledge	<p>Essential</p> <ul style="list-style-type: none"> ✓ Sound knowledge of the SEND Code of Practice ✓ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ✓ Able to demonstrate outstanding classroom practice ✓ Ability to plan and evaluate interventions ✓ Data analysis skills and the ability to use data to inform provision planning ✓ Effective communication and interpersonal skills ✓ Ability to build effective working relationships ✓ Ability to influence and negotiate ✓ Good record-keeping skills
Personal qualities	<p>Essential</p> <ul style="list-style-type: none"> ✓ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ✓ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ✓ Ability to work under pressure and prioritise effectively ✓ Commitment to maintaining confidentiality at all times ✓ Commitment to safeguarding and equality ✓ Ability to demonstrate strong emotional intelligence ✓ Integrity, honesty and fairness

Next Steps

If you have any questions about joining the team at Redbridge Primary, please contact us via e-mail, or call to arrange a conversation. We would also be more than happy to show you around our school including our brand new ARP build!

Please have a look at our website and Instagram feed (redbridgeprimary.school) to get an insight into life at RPS!

Closing date for applications: Wednesday 12th June 2024, 12noon

Shortlisting will take place on: Wednesday 12th June 2024

Interviews will be held on: Week commencing 17th June 2024

Application forms should be emailed to: admin.redbridgeprimary@redbridge.gov.uk

Safeguarding Notice

Redbridge Primary School is committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, and where applicable, a prohibition from teaching check will be completed. Online searches will also be completed

