

**Wellington Primary School**

**SENDCO - Special Educational Needs Leader and Manager: Job Description**

Post Title: SEND Leader and Manager.

The following information is provided to assist teaching staff to understand the work content of their post and the role they are to play in the school. However, the following points should be noted: The post holder is required to carry out the duties of a school teacher as set out in the School Teachers’ Pay and Conditions Document and any additional duties that the Head Teacher may reasonably direct.

The details set out below describe the main duties and responsibilities relating to the post; however a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school’s allocation of 1265 hours (pro rata if part time).

**PRIME OBJECTIVE**:

To lead and manage the SEND provision within school

To teach children within the 3 – 11 school age range and to carry out such other associated duties as reasonably assigned by the Head Teacher.

**PRINCIPLE RESPONSIBILITITES**

RESPONSIBLITIES AS LEADER FOR SEND THROUGHOUT SCHOOL WORKING UNDER THE DIRECTION OF THE HEADTEACHER

Have knowledge and understanding of:

• The school’s aims, priorities, targets and action plans in relation to SEND

• Policies and legislation regarding SEND

• The implications of the code of practice for special educational needs for teaching and learning

• The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEND

• How information, communication and technology is used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEND

• The purpose of individual education plans and group education plans, including leading their formulation and planning their implementation and review

• To contribute to the school’s commitment to rigorous and robust safeguarding practices

And to:

• Analyse and interpret relevant national, local and schools data, plus research inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods

• Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set, for pupils with SEND

• Identify and disseminate the most effective teaching approaches for pupils with SEND

• Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND

• Support the development of improvements in English, maths and ICT skills, as well as access to the wider curriculum. Identify and develop study skills to support pupils in their ability to work independently and learn more effectively

• Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEND transfer

• Relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without

• Communicate information effectively to LAs, external agencies, parents and other schools on transfer

• Contribute to the professional development of other staff in relation to pupils with SEND; including how to recognise and deal with stereotyping in relation to disability or race

• Collect and interpret specialist assessment data gathered on pupils and use it to inform practice

• Devise, implement and evaluate systems for identifying, assessing and reviewing pupils’ SEND in relation to the school’s SEND policy

• Provide regular information to the Head Teacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review

• Support staff in understanding the learning needs of pupils with SEND and the importance of raising their achievement

• Monitor the progress made in setting objectives and targets for pupils with SEND, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement

• Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEND

• Develop and maintain effective partnerships between parents and the school’s staff to promote pupils’ learning; communicate effectively; providing information to parents about targets, achievements and progress

• Develop effective liaison with external agencies in order to provide maximum support for pupils with SEND

• Chair reviews, case conferences and meetings effectively

• Judge when to make decisions and when to consult with others including external agencies

• Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues

• Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND

• Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEND and provide support and training to trainee and newly qualified teachers in relation to pupils with SEND, understanding their needs and importance of raising their achievement

• In consultation with the Leadership Team, deploy and co-ordinate the use of support staff for maximum benefit for all pupils who need extra support, including the pastoral team

• Maintain documentation relating to the SEND tracking system

• Regularly review and update SEND policy and oversee all other curriculum policies with regard to SEND

• Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school in relation to standards for the award of Qualified Teacher Status and the new Teacher Standards

• Support staff in developing pupils’ understandings of the duties, opportunities and responsibilities

• Establish staff and resource requirements to meet the needs of pupils with SEND. Advise the Head Teacher of likely priorities for expenditure and in consultation with the Head Teacher allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise pupils’ achievements and to ensure value for money

• Advise the Head Teacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise

• Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness

• Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school

• 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 and in preparing pupils for the opportunities, responsibilities and experiences of adult life

• Ensure the objectives of the SEND 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

• Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils’ SEND.

Please note:

This job description is subject to amendment in line with the provisions of the School Teachers Pay and Conditions Document. Reviews will normally take place at the end of an academic year or earlier where necessary; and following consultation with the post holder.



**Wellington Primary School**

**Personnel Specification: Full time - SEND Leader and Manager**

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| **ATTRIBUTES**  | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **EXPERIENCE** | A minimum of 3 years successful teaching experience within the primary age rangeExperience of leadership and management of a subject or aspectPractical experience and knowledge of the National CurriculumExperience of National Curriculum Planning and AssessmentCommitment to meeting the needs of all childrenExperience of working with parents/carers | Successful experience of working in a Primary SchoolExperience of working with external agencies (e.g. , SocialServices, Health Service, community) | Selection ProcessApplication Documents, References,Interview |
| **QUALIFICATIONS** | Teaching qualifications recognised by DfENational Award for the Special Educational needs Coordinator or evidence that this is in the process | Appropriate higher qualifications | Evidence of further studyApplication Documents, References |
| **TRAINING** | Evidence of continuing professional development Experience of supporting the CPD of others | Training undertaken on the identification of SEND Training undertaken for Child Protection and Safeguarding | Application Documents, ReferencesSelection Process |
| **SPECIAL KNOWLEDGE** | Knowledge and understanding of the range of performance data, its analysis and use to inform future planning and developmentExperience in using a range of appropriate teaching strategies.Writing, using and applying IEPsClassification of SEND groups and relevant funding.Strategies used to support SEND childrenKnowledge of the SEND Code of PracticeThe curriculum for the EYFS, the National Curriculum and statutory assessment arrangementsUnderstanding of the changing educational landscape and of the role of partnerships in its development | An understanding of review meetings Knowledge of Provision MappingKnowledge of inclusionKnowledge of the EHCP processKnowledge of strategies to support pupils with issues relating to mental health | Application Documents, References SelectionProcess |
| **PERSONAL CIRCUMSTANCES** | Flexibility of circumstances should allow some out of school hours working, including evenings and weekendsA commitment to support a range of out of school hours activities |  | Application Documents, References,Selection Process |
| **EQUAL OPPORTUNITIES** | Candidates should indicate a commitment to the principles of Bradford Council’s and the school’s Equal Rights policies and practicesPersonal commitment to equal rights irrespective of age, race, religion, gender, disability or sexualityCandidates should demonstrate a commitment to the principles of inclusion |  | Selection ProcessApplication & Interview |
| **DISPOSITION AND ATTITUDE** | Flexible, positive, sensitive and open to the needs of children, their families and the school community including its staffBe sympathetic and understanding to the needs of parents. Confident to lead through example or demonstration, and able to motivate, empower, inspire both staff and pupilsStrength of character to promote excellence within all elements of schoolExcellent communication skills Selection Process | Prepared to work collaboratively with other schools The ability to establish links within the community and extendthe provision for SEND children | Application & InterviewReferences, Selection Process |
| **PRACTICAL AND INTELLECTUAL SKILLS** | Strong interpersonal skills, ability to maintain good relationships with staff, pupils, governors, parents, children, agencies, andothers in the wider communityAbility to work effectively independently and within a team.Ability to manage change, evaluate and facilitate the professional development of staff and the progress of children to maximise their potentialEffective oral and written communication skills, including the use and application of ICT in management tasksExperience of intervention programmes | Enthusiasm to further develop the wider curriculum | Letter of Application, References, SelectionProcess |
| **PHYSICAL** | Evidence of good health and regularattendance.Physical, mental and emotional resilience tocope with the demands of the job. |  | Application formReferencesInterview |
| **SAFEGUARDING** | A knowledge of safeguarding and childprotection procedures |  | Application formInterview |