Job description:

INCLUSION LEADER (SENDCO and DSL)

John Hampden Primary School is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# Job details

**Job title:** Inclusion Leader (Special educational needs and disabilities coordinator (SENDCO)and Designated Safeguarding Lead (DSL))

**Salary:** MPS/UPR plus TLR2a

**Hours:** 5 days per week

**Contract type:** full time, permanent

**Reporting to:** Headteacher

# Main purpose

The SENDCO, under the direction of the headteacher, will:

* As a member of the SENIOR LEADERSHIP TEAM, determine the strategic development of inclusion and special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN 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 carers, and other agencies
* Lead our Designated Safeguarding Lead (DSL) team, supported by a team of 5 deputy DSLs
* Manage our INCLUSION TEAM that includes a Family Links Worker and Emotional Literacy Support Assistant (ELSA)

While the SENDCO 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.

# Duties and responsibilities

Strategic development of SEN and Safeguarding 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
* Have a strategic overview of the effectiveness of safeguarding policies and procedures, ensuring full compliance with ESAT and KCSIE expectations
* 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 improvement plan (SIP)
* 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 SEN 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

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 (EHC) plan 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
* Assume the role of designated teacher for looked-after children (LAC)

Leadership and management

* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Work with the headteacher and governors to ensure the school meets it’s safeguarding and early help responsibilities
* Prepare and review information the governing board is required to publish
* Attend weekly SENIOR LEADERSHIP TEAM meetings, contributing to whole school strategic development
* Contribute to the SIP and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants (TAs)
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis

Safeguarding

* Lead and ensure effectiveness of safeguarding and early help practices and procedures, including oversight of the safeguarding and early help work of the inclusion team
* Maintain and monitor the school’s safeguarding database (CPOMS)
* Liaise and collaborate with the deputy designated safeguarding leads (DSL) on matters of safeguarding and welfare for all pupils (including those with SEN).
* Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

While this role includes leadership of safeguarding, a member of the admin team is a Deputy DSL and some safeguarding admin work can be delegated to this role (eg policy review and management).

**Othe Responsibilities**

We are federated with Tetsworth Primary School and are part of the wider Thame Partnership Of Schools.

* Liaise and collaborate with the SENDCO at Tetsworth Primary School
* Support the induction of new SENDCOs at Tetsworth Primary School
* Liaise and collaborate with the Thame Partnership Of Schools SENDCO liaison group

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

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 INCLUSION LEADER will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

# Person specification

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| criteria | qualities |
| **Qualifications and training** | * Qualified teacher status
* National Award for SEN Co-ordination, or a willingness to complete it within 2 years of appointment
* Degree
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| **Experience** | * Teaching experience across a range of primary year groups/phases
* Experience of working at a whole-school level
* Experience of working with children with a range of SEN
* Involvement in self-evaluation and development planning
* Experience of conducting training/leading INSET
* Understanding and experience of multi-agency working
* Experience as a DSL or Deputy DSL
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| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice
* Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies
* 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
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| **Personal qualities** | * Resilience: ability to work under pressure, prioritise effectively and manage emotional/difficult conversations and communication with families
* 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
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
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# Notes:

This job description may be amended at any time in consultation with the postholder.