

Job description

We are excited to be able to appoint an additional SENDCo to our inclusive team. Elvetham Heath Primary School is a vibrant, happy and welcoming community; there are dedicated staff and curious children; and, we are a *Character Education School*. This is the golden thread that runs through everything we do. We are proud of our school which has always been a popular choice, having been rated Outstanding in March 2010, and retaining this rating again in January 2023.

In this role you will work alongside a supportive and experienced team, including another SENDCo. The successful candidate will have responsibility for line managing some class-based support staff and have access to high quality and regular training. This role is being advertised as 1FTE, though consideration will be given to those who apply for 3(0.6) or 4(0.8) days per week. The successful candidate will not have responsibility for a class, but may have a teaching commitment.

Job Purpose

- The core purpose of the SENDCo is to take responsibility for and co-ordinate the day-to-day provision made by the school for pupils with SEND. The SENDCo will provide professional guidance to secure high quality teaching and learning, as well as the effective use of resources, to bring about improved standards of achievement for all pupils.
- The post holder will work in partnership with the senior Leadership Team to ensure all staff members recognise the importance of planning and delivering lessons that encourage high levels of engagement, accessibility and enjoyment for all pupils.
- The post holder will be a key member of staff involved in the delivery of the school's Strategic plan and must always support and promote an inclusive ethos.

Key accountabilities/primary responsibilities	
1.	SEND Register. Maintain the SEND register, ensuring smooth processes of early identification and support.
2.	Statutory Duties and Compliance. Coordinate EHCPs, Annual Reviews, IEPs etc. and ensure that parents and carers receive excellent communication and are well informed about their child(ren)'s targets and progress.
3.	Multi-Agency Approach: Liaise with external agencies, including the Local Authority, in order to deliver the most effective provision for our children with SEND.
4.	SEND Code of Practice: Ensure compliance with the SEND Code of Practice; develop others' understanding of this.
5.	Teaching and Learning. Support the headteacher's overall leadership, development and management of the teaching and learning of all pupils, by teaching part time, and by monitoring and evaluating standards across the whole school with a focus on children with SEND.

Criteria	Essential	Desirable
Qualifications	• Qualified Teacher Status • Educated to degree level • Evidence of Continuing Professional Development • NASENCO qualification achieved	• Evidence of personal commitment to continuous professional development •
Experience	• An excellent classroom practitioner • Experience in liaising with outside agencies and forming effective working relationships • Previous experience as a SENDCo or in achieving success for children with SEND. • Understanding of how children learn (especially children with SEND) in a high achieving and successful school • Building and sustaining effective working relationships with staff, governors and parents in the wider community	• Experience in delivering Character Education • Experience of working with Looked After Children.
Knowledge and Skills	• Strong interpersonal skills • Excellent understanding of the SEND Code of practice • Ability to write factual, concise and unambiguous reports and documents • Ability to network with local settings and practitioners	• Proven experience of supporting transitions between educational settings.
Personal Qualities	• To be able to lead by example • Tenacity and commitment while working under pressure • Ability to organise, prioritise and delegate • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate others • Good communication skills both orally and in writing • Strong skills in working with parents as partners • High expectations of all children regardless of need • Attention to detail	
Other	• Commitment to inclusive practice • Commitment to pupils	• Governance experience/involvement with governors

