



Job Description & Person Specification

Tanners Brook Primary School

SENDCO & SEND Specialist Teacher

Salary:	Teacher Pay Scale + TLR2B
Hours:	Full time
Contract:	Permanent
Responsible to:	Headteacher

Main Purpose

The SENDCO/SEND Specialist Teacher, under the direction of the headteacher, will:

- Determine the strategic development of 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 and model high-quality specialist teaching within alternative pathways and across the school
- Support staff to raise standards of individual pupil achievement

While the SENDCO/SEND Specialist Teacher 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 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
- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self esteem for all pupils irrespective of background, ethnicity, gender or disability
- 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, reviewed and evaluated, 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
- Establish excellence in the provision for children accessing alternative pathways, ensuring that children with a range of complex and multiple needs are well supported

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
- Advise colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN and advise on the graduated approach to SEN support.
- 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)
- Liaise with Local Authorities to ensure that EHCP funding is received in a timely manner

- Work closely with the Local Authority and other SENCOs, supporting equitable allocation of resources via the cluster funding model
- Analyse assessment data for pupils with SEN or a disability and take an active role in pupil progress meetings
- Implement intervention groups for pupils with SEN, and evaluate their effectiveness
- Maintain a website page of useful information for staff, parents/carers

Specialist Teaching and Curriculum Development

- Lead, plan and deliver high-quality personalised teaching within alternative pathway which suits pupils' individual needs and EHCP outcomes
- Ensure learning is linked to the wider curriculum where appropriate, working with class teachers to facilitate integration to the classroom
- Model high quality, effective practice both within the alternative pathway/s provision and within the classroom
- Advise on appropriate resources, environmental adaptations and approaches for individual pupils
- Create and update Engagement profiles and use these to inform target setting and planning.
- Develop and enhance teaching and learning for pupils with SEND
- Evaluate the impact of provision and adapt teaching approaches accordingly

Support for pupils with SEN or disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness, developing where necessary
- 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/carers and the pupil, ensuring legal requirements are met
- Communicate regularly with parents/carers
- Ensure that 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
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- Support teachers to set targets for raising achievement for children with SEN

Leadership and Management

- Play an active role within the extended leadership team (ELT), by working alongside the headteacher 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 School Improvement Plan (SIP) and use this to inform the SEN Action Plan
- Identify training needs for staff and how to meet these needs
- Lead training for staff
- Provide day-to-day management of teaching assistants who work within the alternative pathway/s
- 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
- Have a working knowledge of the SEN Code of Practice
- Line manage assigned members of the school team, leading their appraisals and reviewing performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Ensure staff are trained in the use of and recording of restrictive practice
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Act as a DSL for the school, undertaking relevant training as required.

Person Specification

CRITERIA	ESSENTIAL QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National professional qualification (NPQ) for SENDCOs or equivalent (ie NASENCo) • Evidence of ongoing professional development • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience (minimum 4 years) • 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 • Experience of inter-agency work • Experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Knowledge of Equal Opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • A good knowledge of the range and type of interventions available leading to the ability to plan and evaluate appropriate interventions in the context of the school's resources • Data analysis skills and the ability to use data to inform provision planning • Effective written and oral communication skills • Excellent presentation and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Excellent organisation and time management skills
Personal qualities	<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 to meet deadlines • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality