



# Copnor Primary School Job Description

## **POST HELD: SENDCO TLR 2b**

The key tasks of the SENDCo at Copnor Primary School are to:

- ensure that the SEN provision is efficiently and effectively managed in order that the progress of the school's SEND pupils is maximised
- ensure that the provision efficiently and effectively managed in order that the progress of the school's vulnerable groups is maximised
- teach (up to a daily basis), as directed by the Headteacher

The SENDCo, with the support of the headteacher and governing body:

- takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and other vulnerable groups
- provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about highest standards of attainment and achievement for all pupils

## **GENERAL DUTIES**

The SENDCo will:

- create inclusion map for school in collaboration with the SLT and Teaching & Learning Leaders
- share in the corporate responsibility for the well-being and discipline of all children
- contribute to the ethos of the school in a positive, supportive and collaborative way, and represent the school positively in the wider community
- co-ordinate the identification and assessment of children with SEN and the provision of appropriate programmes of work in accordance with the SEN Code of Practice and school policy
- in liaison with the Class Teacher, Teaching & Learning Leaders and Teaching Assistants, be responsible for the education and welfare of SEND children within the school as designated by the headteacher in accordance with the School Teachers' Pay and Conditions Document, having due regard to the requirements of the National Curriculum, the school's agreed aims, objectives and schemes of work and any policies of the school or the Governing Body
- review the work of the children on a regular basis (including Occupational Therapy and Speech)
- maintain a regular pattern of monitoring, assessment and recording of the children's work, in accordance with statutory requirements and the school's policy on assessment and recording of achievement
- discuss the needs of the SEND children & Vulnerable groups with colleagues to enable information to be shared
- develop links between yourself and parents of SEND children; liaise regularly with these parents regarding their children's progress, prepare written reports as necessary and meet with parents of individual children
- Maintain high standards of pastoral care; keep relevant records on the personal and social development of the SEND & other vulnerable children; liaise with the Designated Safeguarding Lead (DSL) over concerns regarding changes in behaviour, physical marks, etc...
- treat with confidence information concerning individual SEND & other vulnerable children and families disclosed to you whilst the child is in your care
- keep up to date with local and national educational initiatives, including attending SEN courses that will impact on school improvement issues
- attend staff meetings on a regular basis to discuss whole school issues
- share your strengths and knowledge with other staff
- participate in general school activities and take a full and active part in school life
- demonstrate a commitment to continuing professional development

## **MANAGEMENT RESPONSIBILITIES**

- in liaison with the Headteacher, Deputy Headteacher, Assistant Headteacher and Teaching & Learning Leaders, manage and co-ordinate the work of the Teaching Assistants including allocation of the teaching assistants' hours to best meet the needs of all SEND & Vulnerable children
- participate in arrangements for performance management including either acting as a Team Leader or jointly being responsible for Teaching Assistants where required

- on an annual basis review, and rewrite as appropriate, the SEN policy
- liaise with the allocated SEN governor and the governing body
- liaise with the school's Leadership Team, in particular with reference to the progress of SEND & other vulnerable groups of children
- contribute, as appropriate, to the School's Improvement Plan
- on an annual basis bid for, and manage, the SEN budget ensuring that best value is achieved and that budgetary limits are maintained
- prepare and leading INSET on SEN issues to meet the needs of the school and its Improvement Plan
- contribute to the preparation and review of the Teaching Assistant job description
- monitor the effectiveness of the Teaching Assistants reporting back to the Leadership Team
- prepare and lead parents' meetings (e.g. TAC meetings, annual review / EHCP meetings for EHCP children)

**TEACHING**

- plan regularly and in appropriate detail, and prepare resources as required
- undertake a regular teaching commitment to support the aims and aspirations of the school;
- use teaching methods which are appropriate to the children's age, aptitude and ability and which are in line with the school's Teaching and Learning Policy;
- create and maintain a cheerful, well organised, tidy and stimulating learning environment, providing a high standard of display; participate in preparing and contributing to general displays in the school;
- work closely with other colleagues in curriculum planning to ensure the continuity and progression of learning throughout the school;
- following the schools feedback and marking policy relating to each piece of taught work

**EXTERNAL LIAISON**

- communicate and co-operate with external agencies e.g. Children's Services, Educational Psychology Service; participate in meetings for such purposes and prepare written reports when necessary
- liaise with transfer schools/special schools/units to ensure effective and efficient transfer for all SEND & Vulnerable pupils
- attend PCC SENCo circle / Network meetings when appropriate and liaise with other SENCos, INCos & IMs

**ASSESSMENT**

- maintain the school's SEN & Vulnerable pupil register, and provide regular reports on pupil progress to the governing body
- prepare requests for statutory assessment
- prepare educational advice for a re-assessment
- convene, attend and lead Annual Reviews
- prepare Annual Review / EHCP reports with all supporting documentation
- respond to PCC paperwork and meet deadlines

If you are on the Upper Pay Scale (UPS) you will be expected to make a distinctive contribution to the work of the school that is "substantial and sustained". The precise nature of this contribution will be determined by the priorities in the school's Improvement Plan and will be discussed with your headteacher as part of the performance management process.

As you are in receipt of a TLR2 2b payment you will be expected to take on the responsibility for leading a significant school improvement priority that will be discussed as part of the performance management process.

**OBJECTIVES 2022 – 2023**

As part of the school's annual professional development programme and in line with the school's Performance Management Policy objectives are set in agreement with the Headteacher for the academic year.

**RESPONSIBLE TO:** The Headteacher.

This Job Description may be amended at any time after discussion with you, but in any case, it will be reviewed in September 2023 in line with the school's Improvement Plan.

Signed: .....SENDCo

Signed: .....Headteacher



	<b>Essential</b>	<b>Desirable</b>
Qualifications	<ul style="list-style-type: none"> <li>➤ Degree</li> <li>➤ QTS</li> </ul>	<ul style="list-style-type: none"> <li>➤ NASENCo accreditation</li> </ul> <p><i>If you do not hold the qualification, you must be prepared to complete the National Award for Special Educational Needs Coordination (NASENCO) within three years of starting your role.</i></p>
Professional Experience	<ul style="list-style-type: none"> <li>➤ Minimum of 5 years experience in the Primary phase</li> </ul>	<ul style="list-style-type: none"> <li>➤ Successful teaching experience in more than one school</li> </ul>
Leadership & Management	<ul style="list-style-type: none"> <li>➤ Able to demonstrate leadership qualities and people management skills</li> <li>➤ Can articulate principles of effective strategic planning</li> <li>➤ Experience and commitment to implementing and leading change</li> <li>➤ Experience of delegating, supporting and monitoring work of others</li> <li>➤ Ability to analyse, prioritise and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>➤ Senior management experience</li> <li>➤ Can articulate the need for systematic school review</li> <li>➤ ICT Skills</li> <li>➤ Experienced with delivering Performance Management</li> <li>➤ Articulates a whole-school view when describing change</li> </ul>
Learning & Teaching	<ul style="list-style-type: none"> <li>➤ A consistent exemplar of outstanding classroom practice</li> <li>➤ Commitment to high academic and behavioural standards</li> <li>➤ Can articulate and demonstrate effective primary practice</li> <li>➤ Enjoys analysing practice from first principles</li> <li>➤ Up-to-date knowledge of NC, literacy &amp; numeracy strategies.</li> <li>➤ An understanding of recent developments in thinking and learning</li> <li>➤ Evidence of successful use of ICT to support Learners</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of working with More Able children</li> </ul>
Interpersonal Skills	<ul style="list-style-type: none"> <li>➤ Commitment to working as part of a team, encouraging others to lead as appropriate</li> <li>➤ Can explain ideas with clarity, energy, conviction</li> <li>➤ Ability to tackle difficult issues tactfully for positive resolution</li> <li>➤ Flexible</li> <li>➤ Well-developed organisational skills</li> <li>➤ Understanding of own personal strengths and weaknesses</li> <li>➤ Recognises when to ask for support</li> <li>➤ Confidentiality and loyalty</li> <li>➤ Ability to speak frankly but sensitively</li> <li>➤ Self-motivated and shows initiative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of, and commitment to, distributive leadership</li> <li>➤ Understanding of emotional intelligence</li> </ul>
Continuing Professional Development	<ul style="list-style-type: none"> <li>➤ Evidence of recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of coaching skills</li> </ul>
Community Involvement	<ul style="list-style-type: none"> <li>➤ Positive commitment to working constructively with Governing Body</li> <li>➤ Commitment to active parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Involvement in extra-curricular activities</li> </ul>