**GUILDFORD GROVE PRIMARY SCHOOL**

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| JOB DETAILS | |
| Job Title: | SENDCo (non-teaching) |
| Pay scale: | Main scale/UPS plus SEND allowance |
| Working hours: | Part-time (4 days per week) |
| Reports to: | Strategic SEND Lead |

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| JOB PURPOSE |
| To contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum. To be responsible for the day to day operation of provision made by the school for pupils with SEND. To provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. |

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| **PRINCIPAL ACCOUNTABILITIES:** |
| Working with the school’s strategic SEND lead, to develop and oversee the implementation of the school's SEND strategy and policy.  **Assessment & Evaluation**   * Carry out assessments of students with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents * Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans/ profiles * Provide regular updates on student progress through written reports and meetings with parents * Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists * Develop and maintain systems for keeping student records, ensuring information is accurate and up to date * Analyse school, local and national data and develop appropriate strategies and interventions * Liaise with the Local Authority in the EHCP application process, ensuring that deadlines are met   **Training & Development**   * Keep up to date with national and local policies relating to SEND and cascade information to colleagues * Support the school’s strategic SEND lead in: * Providing advice, guidance and training to classroom teachers on supporting students with SEND * Supporting teachers to develop schemes of work and learning programmes for students with SEND * Supporting teachers to develop and implement effective teaching and behaviour management approaches in the classroom * Directing and supervising education support staff in an effective way to best meet the needs of the children * Supporting and directing the SEND Administrator   **Resource Co-ordination**   * Work closely with teaching staff, external organisations and professionals to coordinate the allocation of resources, including assistive technology, educational materials, and specialised support services   **Compliance**   * Ensure compliance with legal requirements, policies, and procedures relating to SEND provision * Maintain accurate records and documentation of support plans, progress reports and relevant information regarding pupils with SEND * Respond to parental concerns / requests for information in line with school/Trust policy   **General**   * Acting as Deputy Designated Safeguarding Lead, be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action * Attend and contribute to Trust-wide networking and CPD sessions * Maintain the positive ethos and core values of the school, both inside and outside the classroom * Promote the school’s mission statement ‘A culture of achievement where all can succeed’ * To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other teachers and support staff * To collaborate and work with colleagues and other relevant professionals within and beyond the school and to adhere to the staff code of conduct   **Other**   * Employees are expected to comply with any reasonable request to undertake work of a similar level not specified in this job purpose * All employees are expected to follow the Staff Code of Conduct and are thereby required to have due regard for safeguarding, data protection, health and safety in the workplace regulations, promote equal opportunities, exercise professionalism and uphold the values of member schools and Learning Partners Academy Trust * All employees must be committed to their own continued professional development and appraisal and to undertake INSET and other training as identified through annual performance management |

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| PERSON SPECIFICATION | |
| Qualifications & Experience | Essential/Desirable |
| Educated to degree level.  Qualified teacher status.  SENDCo qualification.  Prior experience of working in a similar role.  Experience of working in a school with high levels of deprivation and SEND. | E  E  E  E  D |
| Knowledge & Skills | **Essential/**  **Desirable** |
| Thorough knowledge and understanding of the SEND code of practice and up to date legislation surrounding special educational needs.  Use effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, disadvantaged pupils, pupils with EAL and SEND.  Clear understanding of all elements of the continuum of educational inclusion with a specific vision for children with special needs and/or disabilities.  Have an understanding of curriculum and pedagogical issues relating to learning and teaching.  Be a fully inclusive practitioner who is able to demonstrate effective  strategies to ensure all learners make progress  Be a confident user of IT as a teaching tool.  Be able to keep records of pupil progress in line with school policy.  Be able to use assessments of pupils learning to inform future planning.  Be able to plan and work collaboratively with colleagues. | E  E  E  D  D  E  E  E  E |
| Personal Qualities | Essential/Desirable |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote pupil progress.  Excellent communication skills with the ability to relate well to students and adults and develop effective partnerships.  Ability to work under pressure, prioritise and manage time effectively.  Ability to share expertise, skills and knowledge and to encourage others to follow suit.  Practise equal opportunities in all aspects of the role and around the work place in line with policy.  Commitment to CPD and improving practice through reflection. | E  E  E  E  E  E |