



Alexandra Primary School SEND Lead Job Description

Job Details

Job title: SENCo for the Main School and Additional Resourced Provision (ARP)

Salary: MPS/UPS + TLR 2b

Contract: Part-time 0.6 (0.8 with 0.2 teaching commitment)

Reporting to: Headteacher / Deputy Head Teacher

Responsible for: SEND Support staff

Main Purpose

The SEND Lead, under the direction of the senior leadership team will:

1. develop the graduated response at a whole school level including in the ARP, to identify and support pupils with particular learning needs and lead staff in achieving best practice, enabling all pupils to achieve their best.
2. support the leadership team in cultivating an inclusive learning environment throughout the school.
3. be one of the school and ARP Deputy Designated Safeguarding Lead (DDSL)

Duties and Responsibilities

Strategic development of the SEN policy and provision

To have a strategic overview of provision for pupils with SEN or disability across the school and the ARP, monitoring and reviewing the quality of provision

Ensure SEN policy is put in practice, and that the objectives of the policy are reflected in the school improvement plan

Maintain up to date knowledge of national and local initiatives which may affect the school's and the ARP's policy and practice

Influence whole school teaching and learning policies to ensure inclusive teaching

To know the statutory requirements relating to SEND and the Code of Practice 2014 in relation to curriculum, assessment, recording and reporting of pupils' attainment and progress

Operation of SEND Policy and coordination of provision

Support teachers to make class-based adaptations to the curriculum and develop systems to access targeted intervention and specialist support, when needed, at a whole school level and within the ARP

A school-based plan is implemented for children identified at SEN Support and this is reviewed termly with a view to apply for an EHCP if needed

The SEND register is up-to-date and all staff are aware of the needs of pupils

Monitor and ensure that the framework for planning, assessment and record keeping is being effectively followed by all staff in support of children identified as having SEND and to also analyse & use data to set targets for individuals, classes and year groups

The School's SEN Information Report is reviewed annually, shared with parents and published on the school website

Monitor the provision of teaching and learning activities and their impact on the progress made by pupils with SEND, EAL, medical needs, PPG pupils and LAC, reporting to staff, governors and appropriate agencies

Teachers know how to support pupils and have access to CPD, targeted intervention and specialist support from external agencies (e.g. Speech and Language Therapy, Educational Psychology, Language & Autism Support Team, Sensory Impairment Services, etc.)

Support for pupils with SEN or a disability

Pupils receive the provision outlined in their EHCP or Statement of SEN, and these are reviewed annually

A pupil centred approach is promoted, involving pupils and parents, where parents are informed regarding the support in place for their child and this is reviewed termly

To ensure early identification and support for pupils with additional needs by embedding the graduated response for literacy, numeracy, language and communication, SEMH and EAL at a whole school level and within the ARP

A transition plan is agreed to ensure continuity of support and learning when transferring pupils with SEND between key stages and/or schools

Increase the progress and attainment of SEND pupils

Have an understanding of pupil behaviour and a variety of strategies including de-escalation techniques and calming strategies.

Leadership and management

Lead on the strategic direction and development of the school offer for SEND

Line manage the SEND Team

Coordinate the deployment of resources as set out in Support Plans/EHCPs

Identify the training needs of staff and coordinate relevant INSET and CPD

Be a key point of contact with external agencies, especially local authorities and associated support services including early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

To be responsible for the appraisals of allocated staff

Other areas of responsibility:

To deliver assemblies

Act as a role model and set high expectations of conduct and behaviour

Actively promote the safety and welfare of our children and young people

Support with other school duties, where required

Alexandra Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any successful applicant will be required to undertake a DBS check before they can be appointed.



Alexandra Primary School SEND Lead Person Specification

School and Alternative Resourced Provision SENDCo

	Essential	Desirable
Qualifications	<p>Qualified teacher status</p> <p>Evidence of recent professional development relevant to learners with SEMHD</p> <p>National Award in SEND co-ordination or working towards this/or NPQ</p>	<p>Further Postgraduate qualifications in SEND</p> <p>Certificate in Positive Handling</p> <p>Mental Health & Wellbeing qualification</p>
Experience	<p>Experience of working successfully with and diagnosing learners with a range of SEND and other barriers to learning</p> <p>An excellent understanding of the SEND legal framework. Knowledge of systems and agencies that can provide a support for schools in meeting SEND.</p> <p>Experience of planning and implementing individual programmes for learners with SEND using specific interventions</p> <p>Experience of advising others on strategies for successful inclusion</p> <p>Experience of working with parents, other professionals and therapists to support learners with SEND</p> <p>Experience of writing reports for annual reviews</p> <p>Experience of writing successful EHC needs assessment requests & other referrals</p>	<p>Experience of teaching learners with SEMH in a Resource Provision or specialist setting</p> <p>Experience of leading and managing a team of staff</p> <p>Experience of teaching across the different primary phases</p> <p>Experience of leading and running Annual reviews</p>

<p>Teaching and learning knowledge and skills</p>	<p>Demonstrable knowledge of the National Curriculum from the EYFS to KS2</p> <p>Knowledge and experience of assessment procedures to gather appropriate data to monitor, review and evaluate achievement and progress and inform future planning.</p> <p>Ability to use Information Technology to enable learners to gain access to the curriculum</p> <p>Demonstrable working knowledge of the SEND code of practice and the EHCP process</p>	<p>Knowledge of alternative curriculum offers for pupils in specialist settings</p>
<p>Leadership and management skills</p>	<p>Ability to lead and enhance the performance of a staff team to secure high quality provision for children with SEND</p> <p>Ability to foster commitment from staff</p> <p>Ability to work with leadership team to contribute to whole school improvement</p> <p>Knowledge of the current and relevant inspection frameworks</p>	<p>Successful experience within a school's leadership team</p> <p>Experience of leading whole school initiatives</p> <p>Experience of budget setting / managing financial resources</p> <p>Experience of producing progress reports to Governors and other stakeholders</p>
<p>Personal and professional skills</p>	<p>Enthusiastic and committed approach to working with children with SEMHD</p> <p>Effective interpersonal and communication skills (written and oral) and ability to relate to people at variety of levels.</p> <p>Effective time management and organisational skills</p> <p>Ability to remain calm in challenging situations</p> <p>Empathetic and sensitive manner. Ability to resolve conflict.</p> <p>Pro-active approach to own professional development</p>	

	<p>Commitment to working in partnership with parents and carers</p> <p>Contributing to a positive and enjoyable school climate for all</p>	
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This job description may be amended at any time in consultation with the post holder.