



LEADING THE WAY
FOR GENERATIONS



Job Title:	Teacher and Special Educational Needs Co-ordinator.
Responsible to:	Headteacher of South Stanley Junior School.
Scale:	MPS 4 to Upper Pay Range 1 (£30,599 - £37,654) plus TLR 2a of £2,796.
Core Purpose:	Supporting Strategic direction and development of SEN provision. Progress and achievement of students. Teaching and learning. Leading and managing staff. Efficient and effective deployment of staff and resources.
Additional information:	Specific year group has not been allocated and the successful applicants classroom teaching time will be dependent upon SENCO workload.

Specific Duties:

1. Strategic direction of SEN provision

- Ensure effective systems of communication, including feedback about pupils' progress to inform future planning.
- Monitoring the quality of SEN provision by tracking the progress of pupils and evaluating the effectiveness of the interventions in place.
- Liaise with and coordinate the contribution of external agencies and evaluate the effectiveness of these services against pupils' outcomes.
- Access up-to-date knowledge of national and local initiatives which may impact upon policy and practice and share this with relevant stakeholders.

2. Progress and Achievement of Pupils

- To monitor the achievements, welfare and behaviour of pupils, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- Analyse and interpret relevant school, local and national information related to SEN pupils, effectively utilising resources required to maximise achievement.
- To track the progress of SEN students and liaise with teachers and the Head Teacher to ensure that effective planning is taking place for the SEN pupils.
- To liaise with parents, feeder schools, external agencies and alternative education providers to access the appropriate provisions and resources for SEN pupils.
- To co-ordinate the application for and of special arrangements in external examinations in conjunction with the Head Teacher.

3. Teaching and Learning

- Influencing the whole Teaching and Learning Policy to promote aspects of inclusive teaching.



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- Lead INSET on SEN issues and support induction of new staff.
 - Collect and share specialist assessment data gathered on pupils and ensure this is used to inform practice.
 - Work with pupils and teachers with tutorial/pastoral responsibilities to ensure high expectations of behaviour and achievement is set for SEN pupils.
 - Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum for pupils with identified SEN needs.
 - Oversee and monitor the provision mapping, IEPs and other support plans.
 - Supporting the Head Teacher in meeting statutory responsibilities for SEN Statements.
 - Lead the annual review meetings for EHCP students and complete relevant administration.
 - Gather evidence, provide reports and apply for Statutory Assessments, 'Top Up' funding or EHCP's as required.

4. Leadership and Management

- To actively support and promote the school vision and its values and with the senior leadership team ensure the school aims are being met.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the School's Development Plan.
- To manage effectively all staff connected with SEN provision.
- Ensure all staff recognise and fulfil their statutory responsibilities.
- To report regularly to the Head Teacher and Governing Body on the evaluation of the effectiveness of provision for SEN pupils.
- To be a positive role model for pupils and staff.

5. Efficient and effective deployment of staff and resources

- Provide advice to the Head Teacher relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN.
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.

6. Other

- Attend meetings as directed by the Headteacher, including Early Intervention Team meetings.
- Provide reports for other agencies as required.



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- To keep up to date communication logs and pupil files.
 - To meet with parents and ensure they are well informed, including writing letters to parents.
 - To complete and send referral forms when appropriate.
 - Undertake training, professional development and appraisal.
 - Take responsibility for own and other's health and safety.
 - Actively promote equality and diversity in all aspects of work.

The above list is not exhaustive and other duties may be attached to the post from time to time.

Variation may also occur to the duties and responsibilities without changing the general character of the post.

Equality and diversity:

Stanley Learning Partnership is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to Stanley Learning Partnership and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

Safeguarding:

Stanley Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Failure to embrace these commitments may lead to formal action being considered.

Confidentiality:

All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using school information assets.

Induction:

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.



Person Specification

	Essential	Desirable	Method of Assessment
Professional qualifications	Graduate with Qualified Teacher Status Relevant Degree or equivalent National SENCO qualification (or prepared to complete)	Further study/ qualification in an area related to SEN Team Teach qualification	Application Form Certificate Evidence
Knowledge and Experience	Experience of carrying out the role of SENCO in a school setting. Knowledge of the SEND agenda, current educational practice and relevant issues Knowledge of the statutory curriculum requirements and requirements for assessment, recording and reporting of pupils' attainment and progress Experience of using a range of AFL strategies Knowledge of the Code of Practice for Special Educational Needs for teaching and learning	Evidence of personalised learning Experience of providing pastoral care for pupils Experience in SEMH (ESBD) educational setting, working with pupils with a range of additional needs including autism, attachment disorder, ADHD and anger management issues Experience of working with a wide range of outside agencies Experience of writing successful Top Up or EHCP funding applications	Application Form References Interview
Skills and Aptitudes	An excellent classroom practitioner Proven track record of attainment and progress over time	Ability to deliver training to educational professionals and parents	Application Form



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	<p>High level of written, oral and communication skills</p> <p>Effective use of ICT to support learning</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>Work effectively as part of a team, relating well to all stakeholders</p> <p>Ability to relate to, and empathise with, pupils and to develop trusting and respectful relationships</p>		<p>Interview</p>
<p>Personal Skills and Attitudes</p>	<p>A positive, co-operative approach</p> <p>A calm manner</p> <p>Emotionally resilient and empathetic</p> <p>A good team player and enjoys working as part of a team</p> <p>Ability to demonstrate appropriate leadership and emotional intelligence commensurate with the role</p> <p>Commitment to self and team development</p> <p>A professional responsibility to promote and safeguard the welfare of children and young people</p> <p>Commitment to the principles of equality and diversity</p> <p>Commitment to the health and safety of self and others</p> <p>A good sense of humour</p>		<p>Application Form</p> <p>References</p> <p>Interview</p>



Competence Summary	Inspirational practitioner with experience of leading practice and initiatives Excellent organisational and time management skills Ability to meet deadlines		Application Form References Interview
Professional Development	Evidence of commitment to continual personal and professional development	Acceptance to teach across complete ability and age range of resource provision Willingness to take an active role in all aspects of school life	Application Form References Interview
Other	Enhanced DBS check for successful candidate		DBS Clearance

Any relevant issues arising from references will be taken up at interview.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.