

**Title:** SENDco

**Responsible to:** Headteacher

**Grade:** MPS /UPS + TLR

### **Job Purpose**

The role of the SENDco is to ensure that our school actively promotes inclusive practice and fully supports children who have special educational needs and disabilities. The SENDCo will have responsibility for implementing the school's SEND policy, including EAL & Pupil Premium under direction of the Head Teacher and Governing Body. They will lead the strategic development of the school's SEND provision and will have oversight of the day to day operation of that policy, with the aim of raising SEND, EAL, Pupil Premium achievement.

### **Professional Duties**

1. Play a key role within our school, to ensure that all pupils with additional needs make good/accelerated progress in their learning and achieve to the very best of their ability.
2. Work closely with the School's Senior Leadership Team, taking a key role in the promoting of the school's overall aims and ethos.
3. Carry out pastoral, SEMH well-being activities with children when appropriate.
4. To carry out the duties of a teacher as set out in the School Teachers' Pay and Conditions document and set a high-quality example of teaching, organization, and classroom management.
5. To be involved in the strategic management and day to day running of the school.
6. Along with the Headteacher, to play a role in the Strategic Leadership Team.
7. Along with the Headteacher, lead in the modelling of the school vision, ethos and aims of the school.
8. Alongside the Headteacher, promote the school within the local and Jewish community ensuring its place at the centre of the local community.
9. To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the levels of responsibilities and grade of the post.

### **Specific Responsibilities**

In addition to the above, the SENCo is required to undertake the following responsibilities in consultation and co-operation with the Headteacher.

### **Teaching and Learning**

1. To undertake the duties of a class teacher as required (or more if unexpected circumstances require it, eg, long term sickness) in line with the most recent Teachers Pay and Conditions.
2. Evaluate teaching and learning activities to ensure they meet the needs of pupils with SEND, EAL and those who are pupil premium.
3. Where necessary, team teach or actively teach, learning intervention and support groups, in order to accelerate children's progress.
4. Promote the resources/programmes/skill sets that will develop pupils and allow them to work independently.
5. Have regard to the individual needs of pupils with SEND, EAL, Pupil Premium and support their learning by using a wide range of teaching strategies, planning, and providing support for their full participation in all activities.
6. Liaise with pre-school settings to ensure the identification/continuity of support and learning of pupils with SEND on entry to school.
7. To take on the additional role of a curriculum subject leader or phase leader if needed.
8. To lead assemblies and meetings for parents when required.

9. To provide guidance and support to other members of staff in implementing curriculum plans, both by means of meetings and by working alongside individual teachers.

### **Leadership**

1. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
2. Provide training opportunities for TAs and other teachers to learn about SEND/additional needs.
3. Disseminate outstanding practice in SEND, EAL, Pupil Premium across the school.
4. Identify resources needed to meet the needs of pupils with SEND, EAL, Pupil Premium and advise SLT of priorities for expenditure.
5. Assist in the effective organisation and deployment of TAs and other resources linked to SEND, EAL, Pupil Premium.
6. To prepare an annual action plan and manage a resources budget for this area of learning.

### **Other Duties**

1. Listening to and supporting colleagues with concerns about pupils.
2. Advising colleagues about their concerns and ensuring that these are documented at Stage 1 of the Code of Practice or taken up and acted upon at other stages.
3. Monitoring and screening/baseline assessments in order to identify and address children who are falling behind.
4. Carry out nurture, SEMH well-being activities in groups or in 1:1 sessions to support children.
5. Attend meetings to support class teachers where necessary, in order to keep parents informed about their child's progress.
6. Assist class teachers in writing Individual Educational Plans and liaise with class teachers regarding their dissemination to parents.
7. Coordinate provision by calling meetings as necessary.
8. Meet parents who have concerns about their child/ren.
9. Advise TAs in techniques and materials which enable them to implement Individual Educational Plans and manage the targets set in them.
10. Monitor the resources devoted to SEND and make cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops and iPads.
11. Liaise and cooperate with the Local Authority, Educational Psychology Services, Health and Social Services and voluntary bodies – submitting necessary documents to enable the authority to discharge its function.
12. Ensure that, when a pupil leaves the school all their records are passed on to the next school.
13. Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
14. Take the lead in assessments of children with SEND including identifying their strengths and weaknesses.
15. Carry out essential referrals and documentation required for Educational Health Care Plan Applications.
16. Prepare and lead annual EHCP review meetings.

### **Continuing Professional Development**

1. Take part in appraisals and annual professional review meetings.
2. Keep up to date with current thinking, regulations and practice and further develop skills by attending courses, workshops, and meetings.
3. To undertake qualifications relevant to the field of SEND Leadership.

### **Working Time/Review**

This job description sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, but does not direct the particular amount of time to be spent carrying them out. The post holder will be expected to meet with the Leadership Team weekly and may be expected to supervise staff planning sessions after school. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

This School is committed to safeguarding and protecting the welfare of all children and young people and expects all staff and volunteers to share this commitment.

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school.

Please email completed applications to: [admin@yavnehprimary.org](mailto:admin@yavnehprimary.org)

**Closing Date of Application: Midday 7<sup>th</sup> March 2025**

## Person Specification

Attributes	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Good honours degree</li> </ul>	<ul style="list-style-type: none"> <li>• National SENCO Award or willingness to undertake</li> <li>• Postgraduate qualification</li> <li>• Relevant CPD</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Values driven</li> <li>• Strong teaching ability backed up by good and outstanding outcomes</li> <li>• Tailored teaching that challenges and supports SEND students</li> <li>• Data driven planning to target instruction</li> <li>• High quality curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a range of schools</li> <li>• Responsibility within a school</li> <li>• Leading a subject</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• High expectations which motivate and challenge students</li> <li>• Current developments in SEND provision</li> <li>• Management of EHCPs</li> <li>• Individual Education Plans and map provision for SEND children</li> <li>• Needs of SEMH students</li> <li>• Provision for LAC / EAL</li> <li>• Multi-agency support</li> <li>• Behaviour management to ensure a disciplined and joyful culture</li> <li>• Commitment to safeguarding</li> <li>• Ability to interpret data</li> <li>• Support colleagues to bring out the best in them</li> <li>• Good judgement</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of Yavneh's vision aims and values</li> <li>• Coaching and practice</li> <li>• Strong analytical and strategic thinking skills</li> <li>• Simplify complex issues and develop innovative solutions</li> <li>• Specialism in a key SEND category</li> </ul>
<b>Character</b>	<ul style="list-style-type: none"> <li>• Build effective relationships with families</li> <li>• Strong moral purpose and drive for improvement</li> <li>• Mission-aligned</li> <li>• Kind</li> <li>• Motivated, enthusiastic and flexible</li> <li>• Excellent interpersonal skills</li> <li>• Good sense of humour</li> <li>• Desire to develop yourself</li> <li>• Ability to give, receive and act on feedback</li> <li>• Strong attention to detail</li> <li>• Ability to work under pressure</li> <li>• Commitment to the full life of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to offer/attend extra- curricular provision</li> </ul>