

# JOB VACANCY

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**JOB DESCRIPTION:** Special Educational Need Co-ordinator

**PAY RANGE:** MPS, SEN Allowance

## Job Purpose

With the support of the Head Teacher, the SENDCO will take responsibility for the day to day implementation of the school's Special Educational Needs policies and practices. They will ensure specific provision is made to support individuals.

The SENDCO will work in collaboration with the Headteacher and Leadership Team to ensure the effective identification and support of all pupils with Special Educational Needs. They will be fully conversant with the Code of Practice, Ofsted requirements and any other related national directives and will use this knowledge to support the strategic direction of the school.

The SENDCO will influence teaching and learning throughout the school by effective support of colleagues.

In addition, the SENDCO may be required to carry out the duties of a teacher as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards including the teaching of classes and groups.

## General Duties

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Ensure the school's SEND provision is inclusive at all levels.
- Have a sound knowledge of the [SEND Code of Practice](#) and ensure the school's SEND provision meets the requirements that it sets out.
- Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- Support staff members to understand the needs of pupils with SEND and be available to advise on classroom practice.
- Coordinate and support the full SEND team.

- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Reasonable time will be given to the SENDCO to carry out their duties to an appropriate standard.

### Teaching and Learning

- Understand the most effective and high-quality teaching approaches for pupils with SEND and ensure that they are implemented for individual pupils.
- Effectively bridge barriers to learning through assessing pupils' needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records.
- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Integrate cross-curricular links, specifically literacy and numeracy, into programmes of work.
- Monitor the progress of pupils with SEND against agreed targets in classroom progress and in EHC plans.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
- Take the appropriate action to improve the quality of teaching and learning, such as by conducting a training session.
- Facilitate small group work in the classroom and create time for teachers to work with pupils with SEND.
- Support individual pupils through assessment, tests and examinations periods.
- Work with individual pupils on a one-to-one basis to develop literacy, numeracy and social skills.
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND transfer to another school.
- Ensure that school policies and procedures are adhered to throughout pupils' key stages of development in regards to SEND.
- Identify pupils who may require extra help during assessment periods and help them to overcome barriers to learning.
- Encourage and support pupils to work independently by implementing study skills that help pupils with SEND develop independent working skills.
- Analyse performance data to ensure continuity and progression through the key stages.
- Encourage pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible, e.g. reasonable adjustments.
- Understand the benefits that extended learning programmes have on enhancing the learning experience for pupils and implementing these throughout the school's SEND provision.
- Talk to pupils with SEND and listen with the view to develop a more effective support system.

### Leadership and Management

- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities.
- Contribute towards the performance management process of any SEND teachers, learning support staff and TAs.
- Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND.

- Ensure the whole-school community has an opportunity to learn about SEND.
- Ensure that resources are effectively maintained and deployed in line with the school's objectives and SEND policy.
- Lead curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Work with teachers to ensure supported lessons provide differentiated materials for all pupils.
- Support teachers with discipline techniques for pupils with SEND and ensure that these are used appropriately and correctly.
- Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom.
- Make sure that learning support assistants are deployed effectively, to cater for the needs of pupils with SEND.
- Lead the design of the school's provision map and ensure that all members of staff are aware of how the map influences their provision.
- Create an effective school improvement plan which makes appropriate consideration of pupils with SEND.
- Ensure that EHC plans are live, regularly monitored and their impacted assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently.
- Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Ensure that resources are kept up-to-date and catalogued appropriately.

### Communication

- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Liaise, collaborate and engage with parents of pupils with SEND to develop an EHC plan.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Where a LAC has SEND, ensure effective communication with the relevant designated teacher.
- Ensure that external support offered to the school is coordinated and managed effectively.
- Contribute to leadership meetings on the effectiveness of SEND provision and share information with the key stakeholders.
- Ensure that pupils with SEND have a smooth transition from one school to another.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.

### Recording and Assessment

Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.

Ensure that the school's administrative work for SEND is effectively completed, including the following:

- Learning support assistant timetables
- Supervision of learning support assistants
- Reading timetables for pupils
- Contact with outside agencies, in particular, careers and outreach agencies

- The implementation of behaviour support plans by staff and their understanding by pupils

Use tracking systems to understand pupil assessment data and use this data to inform practice.

Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND.

Set challenging targets for raising achievement amongst pupils with SEND.

Meet with class teachers, learning support staff and TAs to formulate plans to address any issues and needs as appropriate.

### Professional responsibilities

#### Uphold high standards within the profession by:

- Conforming to the Teachers' Standards.
- Actively engaging in professional development opportunities
- Holding, or be willing to undertake training to secure, the National SEND Qualification.
- Performing at a standard commensurate with grade as articulated by the school's professional matrix.
- Upholding and adhering to the policies and procedures of the school adopted, or delegated for adoption, by the Governing Body.

***The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.***

***At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.***

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

This job description does not define in detail all the duties/responsibilities of the post. It will be reviewed once a year and may be subject to modification or amendment after consultation and agreement with the postholder.

Signed: \_\_\_\_\_ (Employee)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head Teacher)

## Special Education Needs Co-ordinator

## Person Specification

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Experience of successful teaching in KS1 and KS2</li> <li>• National Special Educational Needs Qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Specific additional qualifications suited to the role from recognised sources</li> </ul>
<b>Experience and Competence</b>	<ul style="list-style-type: none"> <li>• Recent and relevant teaching experience in a school setting</li> <li>• Knowledge and experience of teaching in KS2</li> <li>• Experience of effective engagement and collaboration with external professionals</li> <li>• Evidence of effective liaison with a range of agencies and settings</li> <li>• Proven experience of teaching children with diverse learning needs</li> <li>• Thorough knowledge of SEND and CoP</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and experience of teaching in KS1 and EYFS</li> <li>• Experience of effective impact with high incidence SEN issues: ADD; ADHD; ASD; ODD; PDA.</li> <li>• Experience of working as an Advisory Teacher</li> <li>• Experience of supporting the professional development of others</li> <li>• SENDCo in another setting</li> <li>• Experience of reporting to external groups: Ofsted; Governors; Parents</li> </ul>
<b>Knowledge, Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Proven ability as an excellent class teacher evidencing strong impact with individuals and group</li> <li>• Good understanding of SEN specific strategies that support learning in English and Maths</li> <li>• Knowledge of implementation of the SEN Code of Practice</li> <li>• Knowledge of the issues and processes surrounding Child Protection and the care of Looked After Children</li> <li>• Demonstrable commitment to equality of opportunity and inclusive practices</li> <li>• Ability to communicate highly effectively with a wide range of stakeholders</li> <li>• Ability to write succinct and precise reports for external groups</li> <li>• Proficient in the use of ICT and software</li> <li>• Clear understanding of national and local issues affecting SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a range of settings</li> <li>• Knowledge or experience of submitting evidence to secure an EHCP</li> <li>• Specific knowledge or experience of pastoral support for pupils</li> <li>• Knowledge and experience of working with Early Help through the Pathway</li> <li>• Past experience of engaging with the Virtual School</li> <li>• SEN tribunal experience</li> <li>• SEN Panel experience</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Able to engage, motivate and inspire</li> <li>• Accurate and precise</li> <li>• Excellent interpersonal skills</li> <li>• Nurturing and aspirational for children</li> <li>• Able to maintain calm demeanour when confronting challenging situations</li> <li>• Can work well as a member of team</li> <li>• Proactive, passionate and determined</li> <li>• Committed to the wider life of the school</li> </ul>	

