



# Oliver Goldsmith Primary School

83 Peckham Road, Camberwell, LONDON SE5 8UH

Headteacher: Ms Lesley Murdoch

Deputy Headteacher: Julia Conn

Assistant Headteachers: Janine Naylor, Rose Moses

Office Manager & Acting School Business Manager: Aujorie Delpratt

Phone: 020 7703 4894/2520 Fax: 0207 701 7137 Email: [office@olivergoldsmith.southwark.sch.uk](mailto:office@olivergoldsmith.southwark.sch.uk) Website: [www.olivergoldsmith.southwark.sch.uk](http://www.olivergoldsmith.southwark.sch.uk)

## SENCO

### Job Description - TLR2b

Salary: MPS/UPS

Location: OGPS, Southwark

Contract Type: Full-time

Contract Term: Permanent

Responsible to: Deputy Headteacher (Lead for Inclusion)

#### **Job Purpose:**

- To play a key role within the Inclusion Team to ensure that all pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability
- To directly contribute to pupils' accelerated progress through high quality sustained teaching of intervention support groups based upon a forensic knowledge of their learning and specific needs.

#### **Duties**

The duties outlined in this Job Description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

#### **Teaching and Learning**

- Identify and adopt the most effective teaching approaches for pupils with SEN:
- Monitor teaching and learning activities to meet the needs of pupils with SEN
- Actively teach learning intervention and support groups to pupils on a daily basis in order to accelerate their progress
- Identify and teach study skills that will develop pupils' ability to work

independently

- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.

### **Recording and Assessment**

- Set ambitious targets for raising achievement among pupils with additional learning needs
- Collect and interpret specialist assessment data, feeding specifically into termly Pupil Progress Review Meetings with class teachers and TAs
- Maintain and further develop existing outstanding systems for identifying, assessing and reviewing SEN
- Update the Senior Team and governing body on the effectiveness of provision for pupils with additional learning needs and SEN
- Develop understanding of learning needs and the importance of raising achievement among pupils
- Attend consultation evenings and keep parents informed about their child's progress
- Liaise with intervention teachers (such as Reading recovery) in order to identify pupils for their programmes
- Liaise with outside agencies with regards to assessment of pupils with additional learning needs

### **Leadership**

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN
- Provide training opportunities for learning support assistants and other teachers to learn about SEN / additional needs
- Disseminate outstanding practice in SEN across the school
- Identify resources needed to meet the needs of pupils with SEN and advise the SLT of priorities for expenditure in liaison with other members of the Inclusion Team
- Liaise closely with early help and early intervention in order to support identified families and children

### **Standards and Quality Assurance**

- Support the aims and ethos of the school
- Set a good example in terms of professional dress, punctuality and attendance
- Attend and participate in open evenings and student performances
- Participate in staff training
- Attend team and staff meetings

- Develop links with governors, LAs and neighbouring schools

## **Other Duties and Responsibilities**

The SENCO, in partnership with colleagues, has a number of duties in addition to a commitment to teach learning intervention groups:

- Establishing and updating the Special Needs Register
- Keeping abreast of changes in legislation with regards to SEN and disseminate the information to teaching colleagues and members of SLT
- 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
- Monitoring any screening or baseline assessments in order to pick up children who are falling behind
- Supporting the evidence gathering for Education Health Care plans for pupils
- Working closely with the Safeguarding team to ensure Safeguarding of vulnerable pupils
- Maintaining communication if parents are willing and able to support the targets.
- Establishing and maintaining good communication with parents and carers
- Advising the Learning Support Assistants in techniques and materials to enable them to carry out their role
- Reviewing the Inclusion Policy of the School on an annual basis and updating it as a team when necessary.
- When a child obtains an EHC, conduct a planning meeting and helping to form annual objectives and short-term targets.
- Carrying out annual and interim reviews for children with EHC.
- Organise and monitor Pastoral Support Programmes.
- Making arrangements to support children with SEN in SATS tests, for example providing readers for children when/ if needed
- Monitoring the resources devoted to special educational needs and making cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops, Ipads and Dictaphones:
- Initiating in-service training for the whole staff in order to update knowledge and strategies
- Liaising with feeder schools
- Ensuring that when a pupil leaves the school that all their records are passed on to the next school

## PERSON SPECIFICATION

**School:** Oliver Goldsmith Primary School

**Job Title:** SENCO

CRITERIA	EXAMPLES
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status, PGCE or B.Ed.</li> <li>• With the Master's-Level National Award for Special Educational Needs Co-ordinator Induction (desirable / essential)(TLR2B)</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one Key Stage</li> <li>• Experience of partnership teaching and support to colleagues</li> <li>• Experience of teaching in a multi-racial school with a strong commitment to equality of opportunity in principle and practice</li> <li>• Experience of leading and delivering professional development at school or inter school level.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the Curriculum and SEN Code of Practice</li> <li>• Good knowledge of the Foundation Stage and the Primary Curriculum</li> <li>• Excellent knowledge and understanding of strategies to ensure effective management of behaviour</li> <li>• Excellent knowledge and understanding of the revised framework for Numeracy and Literacy</li> <li>• Excellent knowledge and understanding of teaching and learning strategies to support and ensure the progress and attainment of pupils with SEN</li> <li>• To be able to demonstrate knowledge and understanding of strategies to raise standards and achievement</li> <li>• Knowledge of action planning</li> <li>• Can demonstrate knowledge and understanding of effective curriculum planning, assessment and record keeping</li> <li>• Good understanding of the principle and implication of Inclusion, Race Equality and Discrimination and Disability on the achievement of pupils.</li> <li>• Able to demonstrate sound knowledge and understanding the wide range of specific learning disorders that can impact on learning and achievement and the ability to devise intervention strategies to support identified pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Good understanding of the principle and implication of Inclusion, Race Equality and Discrimination and Disability on the achievement of pupils.</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Good organisational and planning skills</li> <li>• An effective team player who can think and work on own initiative, under pressure as well as part of a team</li> <li>• Able to retain confidentiality at all times</li> <li>• Good oral and written communication skills in a range of contexts</li> <li>• Commitment to own professional development</li> <li>• Able to communicate effectively with a range of people</li> <li>• Able to demonstrate good management and organisational skills.</li> </ul>