



## JOB DESCRIPTION - SENDCo

SCHOOL:	PARSONS GREEN PREP
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POST TITLE:	Special Education Needs & Disability Coordinator (SENDCo)
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**TERMS AND CONDITIONS:** Term time – Monday to Friday 8am to 5pm or part-time with three day pattern as agreed at interview, plus occasional Saturdays and evening events as agreed. Statutory paid holiday cannot be taken during term time.

**PURPOSE OF POST:** Under the direction of the Head to manage the SEND and EAL provision across the school, liaise with parents and relevant professionals as necessary and be prepared to lead staff training at times in this area.

At Parsons Green Prep our ethos is to respect and value each child as an individual with their own unique needs. The SENDCO plays an essential part in identifying a range of barriers to learning and must be skilled in engaging and supporting the staff to adapt teaching strategies and activities to meet children's individual needs to enable their good progress.

**The key areas of responsibility for the SENDCo are to:**

- Oversee the day-to-day operation and implementation of the school's SEND Policy
- Draw up, update and distribute the school's SEND support register
- Coordinate provision for children with special educational needs and those for whom English is an additional language
- Liaise with and advise fellow teachers regarding concerns and the content of individual SEND plans
- Oversee the records of all children with special educational needs, monitor their academic and social progress, track their progress using the school's assessment data and liaise with the Lead for Teaching and Learning and Head of Pastoral and Wellbeing to agree interventions and strategies for pupils with SEND.
- Contribute to the SENDA Accessibility Plan.

<p><b>Principle tasks</b></p>	<p>The SENDCo will:</p> <ul style="list-style-type: none"> <li>• Review the progress of children for whom a concern regarding a barrier to a child's learning has been raised or are on the SEND support register</li> <li>• Keep teachers up to date with SEND developments and resources</li> <li>• Liaise with parents of children with special educational needs, create the individual plans for parents to sign</li> <li>• Contribute to in-service training of staff</li> <li>• Liaise with external agencies, including the Local Education Authority support and educational psychology services, health and social services and voluntary bodies</li> <li>• Support the Head with recruitment of SaLT, dyslexia specialists, therapists, hearing specialists, Educational Psychologists, counsellors.</li> <li>• Advise on the school's delegated budget to meet the needs of SEND pupils effectively</li> <li>• Develop a programme of provision tailored to the child's needs where individual lessons are being given</li> <li>• Collaborate with relevant teachers in writing an individual plan or similar record as part of the "assess, plan, do, review" process for each child</li> <li>• Use SEND review procedures to identify any barriers in the way and plan appropriate and reasonable action</li> <li>• Ensure that all children have appropriate and challenging learning targets</li> <li>• Value the diversity of our children of which SEND are a natural part</li> <li>• Ensure that our reading stock includes stories with positive images of children with SEND</li> <li>• Look for opportunities within the curriculum to raise SEND support and development</li> <li>• Seek to make provision for SEND within routine class arrangements wherever possible</li> <li>• Seek opportunities for children with SEND to work with other children</li> <li>• Encourage children with SEND to play / socialise with other children</li> <li>• Provide in-class support across the school</li> </ul> <p>The SENDCo, as with all educational professionals are expected to:</p> <ul style="list-style-type: none"> <li>• Make the education of their pupils their first concern</li> <li>• be accountable for achieving the highest possible standards in work and conduct</li> <li>• Act with honesty and integrity</li> <li>• Have strong subject knowledge</li> <li>• Keep their knowledge and skills up-to-date</li> <li>• Forge positive professional relationships</li> <li>• Work with parents in the best interests of their pupils</li> </ul> <p>The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The following duties shall be deemed to be</p>
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	<p>included in the professional duties which you may be required to perform:</p> <ul style="list-style-type: none"> <li>• Set high expectations which inspire, motivate and challenge pupils</li> <li>• Promote good progress and outcomes by pupils</li> <li>• Make accurate and productive use of assessment</li> <li>• manage behaviour effectively to ensure a good and safe learning environment</li> <li>• Fulfil wider professional responsibilities</li> </ul>
<p><b>Other activities</b></p> <p><b>N.B.</b></p>	<ul style="list-style-type: none"> <li>• Duties and cover for absent staff as required by the school.</li> </ul> <p><i>The postholder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time</i></p>
<p><b>Experience, education and training. Qualifications</b></p>	<p>A successful SENDCo will have various prerequisite skills and qualifications needed to do the job well, these include:</p> <ul style="list-style-type: none"> <li>• Ability to communicate clearly with teachers and children</li> <li>• Ability to create an encouraging learning environment for children</li> <li>• Active listening skills</li> <li>• Understanding and sensitivity towards children</li> <li>• Excellent knowledge of lessons that children are required to learn in class</li> <li>• Ability to carry out tasks involving a computer or other device</li> <li>• Ability to remain calm during stressful situations</li> <li>• Willingness to work on different activities conducted inside and outside school premises</li> <li>• The SENDCo must have a relevant qualification</li> </ul>
<p><b>Contacts</b></p>	<ul style="list-style-type: none"> <li>• Head, Senior Leadership Team, teachers and all school staff, both permanent, temporary, specialist teachers</li> <li>• Parents/relatives and carers – existing and prospective</li> </ul>
<p><b>Personal Specification</b></p>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Highly developed communication skills, able to demonstrate effective listening skills with the ability to tailor their communication to meet the needs of others</li> <li>• Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.</li> <li>• Ability to self-reflect and accept constructive guidance for personal improvement and professional development</li> <li>• Confidence to act on own initiative in situations that require immediate action (e.g. safeguarding)</li> <li>• Administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities</li> </ul> <p>Attitude/approach</p> <ul style="list-style-type: none"> <li>• A sensitivity to the needs of young children</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal integrity, honesty, energy, resilience and ability to multi-task</li> <li>• A willingness to give generously of their time to support school events and activities.</li> <li>• Commitment to personal development and lifelong learning</li> </ul> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>• Knowledge of equality of opportunity and diversity and how they can be supported in schools</li> <li>• An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these</li> <li>• Good understanding of effective strategies for gaining and maintaining high standards of children's behaviour at whole school level, in accordance with the school's policy</li> <li>• Good up to date understanding of child protection issues and procedures</li> <li>• To have a good personal presence, good communication skills and a sense of humour</li> </ul>
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Essential attributes	
	<ul style="list-style-type: none"> <li>• The ability to perform effectively the duties outlined in the job description; the ability to demonstrate a pro-active approach in taking responsibility for the quality of one's own work</li> <li>• Willingness to work within organisational procedures, processes and to meet required standards for the role</li> <li>• Display a commitment to the protection and safeguarding of children. Accept the need for continuing development and training, particularly in ensuring up to date training is undertaken in matters relating to safeguarding children, and health and safety</li> <li>• Interpersonal skills; respects and values the different experiences, ideas and backgrounds others can bring to work and to teams</li> <li>• Ability to use one's own initiative- taking the lead when necessary</li> <li>• The ability to work flexibly; work well under pressure, meet deadlines and manage time effectively</li> <li>• A belief in, and commitment to, the school's aims and ethos.</li> <li>• A strong record of attendance and punctuality</li> </ul>