



THE ELMS
EST 1614

JOB DESCRIPTION

Job Title: Special Educational Needs & Disabilities Co-Ordinator (SENDCo)
Responsible to: Head
Contract: Full time
Start: January 2025 (Ideally)

The Elms:

The Elms is a wonderful co-educational prep school situated on the Herefordshire/Worcestershire border. We are nestled in the foothills of the Malvern Hills in 45 acres of rural tranquillity, in the village of Colwall, which is 10 minutes from Ledbury or Malvern. We have our own working farm, with cattle, sheep, pigs, goats, poultry, and horses, all of which are part of the teaching and learning curriculum.

The Elms was founded in 1614, making us the oldest prep school in England still situated on its original site. We are an IAPS boarding and day school and pride ourselves on achieving excellent results to many Public Schools, both locally and across the UK. Despite being non-selective the school achieves consistently high standards academically.

A willingness to get involved in the wider community of school, including attending events, and attending school functions, as necessary. There will also be a requirement to carry out an evening duty once a week and a weekend duty once a year.

This post will be part of the Senior Leadership Team (SLT), so the post will have strategic oversight of the operational running of the school, as well as leading your key department.

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The most important element of the job is to ensure that the needs of the pupils with special educational needs and disabilities are met. The children at the Elms are encouraged to reach their full potential at all different academic levels. This role is pivotal in creating an atmosphere where the children are keen to work their hardest. It requires commitment, a sense of humour, an eye for detail, great communication skills and creativity.

The postholder will also have oversight of our wellbeing offer, likely through a 'hub' structure, where support for those with emotional, social and behavioural needs will be met and monitored.

Although not exhaustive, some of the specific duties of the post are:

Oversight and management

- To have the responsibility for planning the programme of learning support throughout the Prep School and Early Years in collaboration with the Deputy Head (Academic).
- To manage, support and liaise with part-time colleagues within the team.
- To work closely and collaboratively with all members of the school teaching team and any external practitioners / temporary agency staff.
- To build relationships with parents, listen carefully to their concerns and always maintain open communication.
- To support the transfer process of pupils with recognised specific learning difficulties between the prep school and senior schools.
- To review the SEND Policy and other linked policies and to be aware of any changes made to legislation on an annual basis.
- To provide strategic and managerial oversight of the school's wellbeing offer, including the management of any staff, whether Elms or agency.
- You will have oversight of the EAL provision, managing any EAL staff and providing a link between the school and overseas parents.

Assessment

- To help identify whether pupils have learning difficulties, whether in school or as part of the admissions process. There may be occasions when you will be required to visit pupils in their current school setting.
- To organise the assessment of pupils within the school when concerns are raised.
- To hold regular discussion and enact appropriate processes with class teachers about any pupils who are causing concern.

Co-ordination, delivery and monitoring

- To use the school's pupil tracking data to monitor the progress of pupils with individual educational plans.
- To ensure that an effective method of referral is in place, so that the pupils' learning difficulties are recognised by the teaching staff and effectively managed.

- To plan, organise and teach pupils with specific learning difficulties in the classroom, in small groups or individually.
- Provide support with the application and review of all local authority referrals, relating to EHCPs and funding. Work closely with the DFO/Bursar to ensure that all relevant funding is received from the local authority.
- To have the proven ability to deliver high quality lessons which engage, challenge, and motivate all pupils.
- To have a passion for delivering improved outcomes for pupils with additional and special educational needs.
- To support teachers by conducting observations in classrooms, providing practical feedback and intervention strategies, allowing teachers to support those in need to the best of their ability.

Administration

- To ensure best possible practice for pupils with additional and special educational needs and evaluate its effectiveness.
- To monitor and observe teaching across the school in respect of best practice for SEND.
- To provide updates on individuals in need of SEND to termly INSET staff meetings.
- To oversee the department handbook.
- To hold departmental meetings and produce minutes, encouraging colleagues to play an active role in planning and review.
- To coordinate and implement the use of ICT within the school's offer.
- To contribute to the school development plan.
- To monitor the SEND resources and maintain budgetary control of the department finances.
- To have current knowledge of learning support facilities of senior schools to be able to give qualified advice and direction to parents.

Recording

- To keep accurate records of the progress of pupils.
- To maintain and update the SEND Register and ensure relevant information is circulated to all staff.
- To produce and regularly update Individual Educational Plans with class teachers for learning support pupils and those that have specialist assessments.

Other Duties and Responsibilities

- To share any specific areas of expertise which would be beneficial towards the running or development of the school.
- To be an active member of the staff room.
- To participate in the general day to day activities of the school as a whole and undertake a share of staff duties (these can be discussed at the interview stage). All staff are expected to attend assemblies, whole school staff meetings, parents' evenings, Open Days and INSET days as required by the Head.
- To carry out such other duties as are reasonably assigned by the Head.

Person Specification

	Essential	Desirable
Qualification /Training	<ul style="list-style-type: none"> - Teaching Degree and/or QTS 	<ul style="list-style-type: none"> - EAL Qualifications - OCR Level 7 Assessing Learners with Dyslexia / Specific Learning Difficulties
Experience	<ul style="list-style-type: none"> - Knowledge of and experience in setting targets and monitoring of students' progress. - Experience in devising individual or group programmes of support for students at varying levels of English development. - Knowledge of managing and dealing with local authorities regarding EHCP funding. 	<ul style="list-style-type: none"> - Teaching experience at KS1-KS3 or a good understanding of the skills required for success in these key stages. - Experience of working in partnership with parents. - Experience with structured multi-sensory spelling programmes (e.g. Dyslexia Action Literacy Programme). - Managing teams.
Knowledge and understanding	<ul style="list-style-type: none"> - Confident use of ICT communication skills. - Understanding of how children learn and effectively apply their learning. - The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies). - The monitoring, assessment, recording and writing of pupils' progress. 	
Skills	<ul style="list-style-type: none"> - Effective teaching and learning styles - An ability to create a warm, positive and motivating learning experience for children. - The ability to communicate clearly – verbally and in writing – and take into account, where appropriate, the view of others. - Excellent personal organisational skills. - A flair for teaching and the ability to contribute and work as a strong faculty team. - Well organised with good time management skills. 	

	<ul style="list-style-type: none"> - Develop good personal relationships within a team. - Effectively communicate, both orally and in writing, to a range of audiences. - Maintain a calm level of professionalism at all times. - Create a happy, challenging and effective learning environment. - Establish and develop close relationships with parents, directors and the community, promote the schools aims positively. 	
Safeguarding	<ul style="list-style-type: none"> - Commitment to the safeguarding and protection of children and to the personal development of our pupils. - Understanding the issues surrounding the safeguarding of children and commitment to child welfare and safety. 	
Personal attributes	<ul style="list-style-type: none"> - Adaptability to changing circumstances and ideas. - Energy and enthusiasm. - Reliability and integrity. - Excellent record of health, punctuality and attendance. - A commitment to the ethos of the school. - Commitment to continuing professional development for all staff. - An ability to create a rapport with our staff. - An ability to maintain a high level of communication with parents, staff and children. - Approachable - Empathetic - Organised - Patient - Resourceful 	

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.