

Person Specification –

Teacher with SENDCO/ Behaviour Responsibility Simonside Primary School

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

PERSON SPECIFICATION - SENDCO

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Qualified Teacher status, (DfE recognised qualification) Nationally recognised SENCO (NASC) Qualification or working towards completion. 	Experience in a SENDCO role in primary schools
Professional Development	<ul style="list-style-type: none"> Committed to own personal development. Evidence of continuing professional development relating to Special Educational Needs (SEND) 	Government Prevent Training Safeguarding/ CP training Specific SEN training e.g Autism, Sp & Lang
Experience	<ul style="list-style-type: none"> Experience of teaching pupils with a range of special educational needs Experience of setting outcomes and monitoring, evaluating and recording progress Experience of monitoring teaching and learning activities to meet the needs of pupils with SEND Experience of leading a staff/specialist team Experience of managing and coordinating the work of Learning Support Assistants Experience of developing initiatives in collaboration with other staff 	Experience of delivering whole school training on SEND related topics Experience of budget management
Knowledge	<ul style="list-style-type: none"> Knowledge of a range of SEND (including SEMH, ASD, SLC, MLD and SpLD) and its impact on the learning of 	

	<p>children and young people</p> <ul style="list-style-type: none"> • Understanding of the most effective teaching methods and strategies to meet the identified needs of pupils with SEND • Knowledge and understanding of the school curriculum, including the Primary National Curriculum. • Understanding and experience of statutory processes, including the review process for SEND and Education, Health and Care (EHC) plans • Understanding of recent SEND legislation and the SEND Code of Practice • Understanding of factors promoting effective transfer from one phase of education to the next. • Understanding of the principles behind school improvement planning, monitoring, review and evaluation of progress. 	
<p>Leadership and Management Skills</p>	<ul style="list-style-type: none"> • Ability to communicate effectively and build good relationships with colleagues, pupils and parents. • Ability to lead and motivate staff and to provide critical support when required. • Ability to support all staff in understanding the needs of pupils with SEND and identifying the most effective teaching methods for those pupils. • Ability to give and take advice in a sensitive and reflective manner. • Ability to address challenging issues with clarity of purpose and diplomacy. • Ability to make recommendations and decisions that enable pupils to make the best possible progress. • Ability to work effectively under pressure and to plan, prioritise and meet deadlines. 	

Personal Qualities	<ul style="list-style-type: none"> • Commitment to supporting pupils with special educational needs so that they are able to fulfil their potential. • Professional integrity. High, realistic expectations. • Excellent oral and written communication skills. • Good presentation and ICT skills with the ability to enthuse and motivate others. • Ability to work independently, prioritise and manage own workload effectively. • Ability to remain calm under pressure. • Enthusiastic, positive and resilient. • Sensitivity to the aspirations, needs and self-esteem of others • Commitment to team working. 	
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The following methods of assessment will be used:

Method		Method	
Interview	Yes	Presentation	Yes
Unseen task	Yes		

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1	Enhanced Certificate of Disclosure from the Disclosure and Barring Service
2	Additional criminal record checks if applicant has lived outside the UK
3	List 99 and/or POCA List (residential establishments only) check
4	Professional Registration/QTS check with the National College for Teaching and Leadership
5	Two references from current and previous employers (or education establishment if applicant not in employment)
6	Medical clearance

Job Description –Teacher with SENCO Responsibility Simonside Primary School



CONTRACT: Permanent
Full Time
Pay scale: Main/Upper Pay scale/TLR 2A

The SENCO, with the support of the Headteacher and Governing Body, will take responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Have knowledge and understanding of:

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEND;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEND;
- Relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to pupils with Educational Health Care Plans (EHCP) as well as those without;
- The requirements to communicate information effectively to LAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEND; including how to recognise and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

Strategic leadership:

- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEND and Behaviour policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEND.
- Ensure the safeguarding of all pupils, including supporting the leadership of child protection.
- Ensure high expectations of teaching and learning across the school.
- Be a model for high quality teaching for all staff.
- Lead on SEND group work and manage SEND TA work commitments.

- Work effectively with Family Support Worker and other professionals.

Planning and setting expectations:

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set for pupils with SEND.

Teaching and managing pupil learning:

- Identify and disseminate the most effective teaching approaches for pupils in the school including pupils with SEND.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND.
- Support the development of improvements in literacy, numeracy as well as access to wider curriculum.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

Managing and developing staff and other adults:

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school.
- Support staff in developing pupils' understandings of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships.

Assessment and evaluation:

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEND in relation to the school's SEND policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision making and policy review.

Pupil Achievement:

- Support staff in understanding the learning needs of pupils with SEND and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEND, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEND.

Relations with parents and wider community:

- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEND.

Managing own performance and development:

- Chair reviews and meetings effectively.
- Judge when to make decisions and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

Managing resources:

- Establish staff and resource requirements to meet the needs of pupils with SEND, advise the Headteacher, Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise pupils' achievements and to ensure value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

This job description may be amended at any appropriate time following consultation between the Headteacher and the teacher, and will be reviewed annually.

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the postholder. This is not an exhaustive list of all tasks that may fall to the postholder and employees will be expected to carry out such other reasonable duties which may be required from time to time.