

# Hart Plain Junior School

## Inclusion Leader (SENDCo) Person Specification



Qualified Teacher Status held and has the SENCo national award, is working towards or is prepared to undertake it.

Experienced teacher who has worked in a variety of settings, in primary age range who can demonstrate:

- strong classroom teaching skills, including highly effective provision for children with SEND who make good progress as a result
- a strong commitment to raising educational attainment for all children with SEND and for them to be effectively included in the mainstream classroom
- a belief in action of every child's ability to be a successful learner, having high aspirations for every child
- willingness and ability to study to develop specialist knowledge and keep up to date with local and national policy and developments
- influencing and negotiation skills - to influence school strategy and policy, secure enough internal resources, and secure the necessary support from external agencies
- leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN
- interpersonal skills and emotional intelligence- for building relationships with parents, teachers, and external professionals
- self-awareness and a commitment demonstrated to continuing personal and leadership development
- high standard of written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff, and communications with agencies
- organisation, determination and time-management skills - needed for prioritising and balancing a busy and varied workload
- empathy and emotional intelligence - in order to recognise and be sensitive to the needs of children, staff and parents
- analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions

### Role Profile

#### **Special educational needs coordinators work to raise educational achievement by leading and coordinating provision for pupils with special educational needs**

Working closely with the head teacher and other senior colleagues, you'll use your leadership skills to manage provision for every child with SEND and provide professional advice and support to other teachers.

You will work as part of the senior leadership team to demonstrate your commitment to supporting and developing the policies and practice of the school and your work will support that of other leaders in relation to teaching and learning.

The SENDCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans.

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

## **Responsibilities**

As a SENDCo you'll need to:

- champion the best possible provision for every child including those with SEND, in every classroom, every day
- develop and oversee the implementation of the school's SEND strategy and policy · carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans to coordinate the provision for children with SEND
- provide regular updates on progress through written reports and meetings with parents/carers
- provide generic and specific advice and support to parents/carers
- make referrals and liaise with professionals outside of the school - e.g. psychologists, health and social care providers, speech and language therapists and occupational therapists
- provide advice, guidance and training to classroom teachers on supporting pupils with SEND
- support teachers to develop schemes of work and learning programmes for pupils with SEND
- support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- lead the transition into school for children with SEND, including liaising with SENDCos of other settings and supporting receiving teachers with liaison and welcome events etc
- liaising with potential next providers of education to ensure children and their parents/carers are informed about options and a smooth transition is planned · ensure that internal transition for children with SEND is thoughtful, personalised and appropriate
- manage and advise on the school budget and resources for SEND provision
- work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements, maintain the Equality Statement
- maintain suitable policies relating to SEND including the SEND statement and report on their implementation to governors at least annually
- input into other policies as appropriate to ensure that the needs of children with SEND are prioritised
- develop and maintain systems for assessing children with SEND and keep pupil records, ensuring information is accurate and up to date
- analyse school, local and national data and develop appropriate strategies and interventions
- manage teachers, teaching assistants and support staff to improve pupil progress and attainment
- keep up to date with national and local policies related to SEND and cascade information to colleagues