**HOLMLEIGH PRIMARY SCHOOL**

**DUNSMURE ROAD**

# LONDON

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**HEADTEACHER: Margaret-Mary Boateng**

**SENIOR ADMIN OFFICER: Jane Poole**

Job description: Special Educational Needs Lead and Designated Safeguarding Lead

# Job details

**Job title: Special Educational Needs Lead (SENDCo)** **and Designated Safeguarding Lead**

**Salary:** MPS/UPS

**Contract type:** Part time and permanent – 4 days a week

**Reporting to:** Headteacher

**Responsible for**: Support staff and teaching assistants working with children

# Main purpose

The SENDCo and DSL, under the direction of the headteacher, will:

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEND policy and practice, and the co-ordination of specific provision to support individual pupils with SEND or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* Line manage staff and support teacher to implement the best possible provision for all SEND learners
* Deliver the role of DSL

The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.

# Duties and responsibilities

Strategic development of SEN policy and provision

* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
* Secure funding for pupils with SEND
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Ensure appropriate use of funding and implement initiatives to ensure maximum impact of funding.
* Be accountable for the impact of the initiatives led and the pupil outcomes achieved, reporting regularly to all stakeholders

Operation of the SEN policy and co-ordination of provision

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, including the local authority
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

* Be a champion for children with SEND and passionate about their success in school
* Ensure SEND pupils access a broad and balanced curriculum
* Support class teachers to assess and identify the needs of any pupil with barriers to learning or who is at risk of underachieving
* Support staff to implement high quality SEND provision; both within whole class teaching and through additional interventions
* Co-ordinate provision that meets and is responsive to pupil needs, and monitor effectiveness
* Work creatively and in partnership to secure relevant services for pupils
* Ensure high quality records are maintained and kept up to date
* Ensure all plans and reviews are undertaken within time scales, and include all stakeholders
* Communicate effectively, compassionately and regularly with parents or carers
* Oversee pupil transfers
* Promote the pupil’s inclusion in the school community and access to extra-curricular activities

Leadership and management

* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Ensure that all documentation is up to date and presented to relevant stakeholders
* Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants and ensure a high quality of SEND provision
* Lead staff appraisals and participate as a reviewer in performance management for teachers and support staff
* Ensure all aspects of the DSL role are delivered in line with legal requirements.

Other areas of responsibility

The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO and DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

We require an outstanding teacher practitioner. The teaching duties of the SENDCo depend on the needs of the school each academic year and can vary from year to year. Our current post holder teaches 0.2 this year (1-day equivalent a week) - we anticipate a similar pattern for academic year 23/24

# Person specification

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| criteria | qualities |
| **Qualifications  and training** | * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Evidence of ongoing professional development, action research, personal study relevant training etc. * Commitment to continuing professional development. |
| **Experience** | * Minimum of 3 years teaching experience. * Experience of implementing whole school strategy and evaluating impact * Involvement in self-evaluation and development planning * Experience of leading INSET and providing coaching and support for staff * Experience of inter-agency work * Experience of providing effective provision and teaching for children with SEND * Working with staff to identify , assess and meet pupils’ SEND needs |
| **Skills and knowledge** | * Outstanding classroom practitioner, including proven track record of excellent outcomes for children; preferably with experience across more than one key stage * Sound knowledge of the SEND Code of Practice and relevant legislation * An understanding of quality first, inclusive teaching * An understanding of how to set, implement and assess effective pupil targets * Knowledge of a range of interventions and how to implement these appropriately in the context classroom context and through individual pupil interventions * Ability to evaluate and assess the impact of interventions * An understanding of common SEND issues; including autism and speech and language * Data analysis skills, and the ability to use data to inform provision planning * Ability to build effective working relationships with staff, parents and pupils * Excellent written and oral communication skills * Excellent presentation and inter personal skills * Excellent time and task management skills * Excellent ICT skills * Ability to work on own initiative and under pressure and to deadlines * Skills and knowledge to inspire and lead others well and contribute to the school’s leadership team |
| **Personal qualities** | * Personal impact and presence * Create and foster commitment and confidence among staff to meeting the needs of pupil with SEN * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to safeguarding and equality * Flexible and resilient * Commitment, energy, vigour and perseverance * Reliability and integrity - Commitment to maintaining confidentiality at all times * Friendly and supportive to staff, parents and children * Places high priority on effective team working and works easily and comfortably in a team environment * Be an active citizen - willing to contribute enthusiastically to the wider life of the school. |