

St Werburgh's & St Columba's Catholic Primary School



Job Description & Person Specification

SENDCo/Inclusion Manager

We hope that this recruitment pack will give you all of the information you need to complete your application for the position of SENCO with additional leadership responsibilities at St Werburgh's & St Columba's Catholic Primary School.

Please pay close attention to the advert, job description and person specification as shortlisting will be based on meeting the criteria stipulated in these documents.

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. DBS checks and disqualification declaration may be required for this post. Shortlisted candidates will be contacted and references sought prior to interview. Any offer of a position will be subject to satisfactory references and DBS checks.



Job Description

<p>Post Title & Grade</p>	<p style="text-align: center;">SENCO Main Pay Scale – M6 + SENCO Allowance</p>
<p>Responsible to</p>	<p style="text-align: center;">The Headteacher</p>
<p>Supervisory Responsibilities</p>	<p style="text-align: center;">Teaching Assistants, Advisor</p>
<p>General Professional Duties</p>	<p>This job description is to be performed in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the teachers’ duties set out in that document.</p> <p>There is no formal teaching commitment for this SENCO role, however it is expected that teaching duties be carried out, as agreed with the Headteacher, in response of the needs of the school, including working with groups of learners for booster sessions. The SENCO will be expected to carry out those professional duties and responsibilities demonstrating a commitment to high expectations and providing a model of effective practice for others.</p> <p>The SENCO will work closely with the Senior Leadership Team in the school to lead, manage, monitor and evaluate the achievements of all pupil groups and staff in order to secure the effective deployment of resources, consistently high quality teaching and learning and improving standards and pupil achievements.</p>
<p>Purpose of the role</p>	<p>This is a senior leadership post within the school’s staffing structure. The SENCO is a key part of the school’s senior leadership team and will make a significant contribution to raising standards of achievement for all pupils, shaping the future development of the school and actioning the priorities within the school development plan (SDP). The SENCO will lead significant aspects of the SDP, particularly those relating to outcomes and provision for vulnerable pupils. The purpose of the role is:</p> <ul style="list-style-type: none"> • To provide professional leadership and management across the school which leads to effective inclusion and improved outcomes for vulnerable pupils including those with Special Educational Needs and Disabilities • To assist with the day to day leadership and management of the school • To lead by example in all matters relating to the school’s vision and ethos

	<ul style="list-style-type: none"> • To be responsible for supporting on Safeguarding and Child Protection
<p>Main activities and responsibilities</p>	<p>The SENCO will have specific responsibility for ensuring that pupils from the following groups have the provision and support they need to enable them to achieve well:</p> <ul style="list-style-type: none"> • Pupils with identified or potential Special Educational Needs and Disabilities • Pupils with identified social, emotional and behavioural difficulties • Pupils who are Looked After Children • Pupils with identified medical needs • Pupils at the beginning stages of EAL <p>They will be responsible for co-ordinating the work of staff involved in pupil support and for implementing, monitoring, evaluating the effectiveness of provision for vulnerable pupils As a member of the leadership team the SENCO will be expected to demonstrate high expectations and, working alongside other teaching leaders, have a significant impact on improving provision and outcomes for children. You will also work alongside the Pastoral Manager to achieve the best outcomes for the individual child.</p>
<p>SENCO – Specific Duties</p>	
<p>Qualities and Knowledge</p>	<ul style="list-style-type: none"> • To demonstrate an understanding of high quality inclusion and support the school in embedding excellent practice in all aspects related to inclusion. • To work effectively with the school leadership team and governors to articulate the ethos and values of the school to a wide range of stakeholders • To provide a model of effective practice which has a positive impact on staff, parents and pupils. • To demonstrate positivity, resilience, creativity and a determination to improve and inspire this in those they lead. • To demonstrate excellent subject knowledge and the capacity to seek out appropriate professional development opportunities • To maintain up to date knowledge of statutory and best practice guidance at an international, national and local level and utilise this to assist in moving the school forward
<p>Pupils and Staff</p>	<ul style="list-style-type: none"> • To demonstrate ambition and high expectations for progress and standards, particularly for those with Special Educational Needs or Disabilities and instil a commitment to this in those they lead. • To contribute to improving teaching and learning and pupil support, through coaching, modelling and providing appropriate professional development to colleagues • To support the leadership team in establishing a culture of sharing good practice and self-reflection • To support with the recruitment and selection of staff in line with Safer Recruitment best practice

	<ul style="list-style-type: none"> • To instil in pupils a sense of self-worth, resilience, responsibility and self-belief • To provide appropriate and effective support to pupils to develop spiritual, moral, social and cultural awareness • To support the schools Catholic ethos and values.
Systems and Processes	<ul style="list-style-type: none"> • To assist with ensuring the consistent implementation of school policies and practices across the school and lead on aspects of policy development and review, particularly those relating to inclusion; • To be familiar with the processes around Common Assessment Frameworks and act as the lead professional when required; • To support the work of the Headteacher and Deputy Headteacher ensuring that the school is a safe, well ordered environment and that safeguarding practices and pastoral care are exemplary across the school; • To act as an appraiser and hold colleagues to account for pupil outcomes within the framework of the school appraisal system; • To work with governors and school leaders to bring about school improvement through the delivery of the School Development Plan; • To exercise strategic financial planning to ensure budgets are spent effectively to improve provision and outcomes for vulnerable pupils, including deployment of staff and resources, in a way which is sustainable.
Self-Improving School Systems	<ul style="list-style-type: none"> • To champion and share best practice both within the school and working in partnership with other schools and organisations; • To seek out and develop effective relationships with colleagues which bring about improved outcomes for children including multi-agency working; • To contribute to rigorous and robust self-evaluation through effective analysis of data, monitoring and review of teaching and learning, evaluating curriculum provision and identifying key strategic priorities within the area of responsibility.
Health and Safety Statement	<p>So far as is reasonably practicable, the SENCO must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health, Safety and Welfare policy, Department Policies and Codes of Practice.</p>

The above responsibilities are subject to the Teachers Pay and Conditions legislation currently in force. This job description is not necessarily a comprehensive definition of the post, duties may vary within this framework in line with its general character and level of responsibility entailed. It will be reviewed annually and it may be subject to modification or amendment at any time, after consultation with the holder of the post.



Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • SENDCo award (or willingness to study for) (candidates with significant experience that pre-dates the SENDCo accreditation will also be considered). • Successful DBS and safeguarding clearance 	<ul style="list-style-type: none"> • Evidence of further qualifications and/or studies and desire to undertake SENDCo award, Masters, NPQSL where appropriate • Designated teacher for LAC training (or a willingness to undertake)
Experience	<ul style="list-style-type: none"> • Experience of teaching across a variety of age ranges within the Primary Phase include a wide range of pupils with varying abilities, backgrounds and needs • Strong evidence of consistently good practice over a sustained period of time • Understanding and experience of statutory assessment processes such as EHCPs and those relating to Safeguarding. • Ability to use formative and summative assessment effectively • Experience of developing whole school policies • Experience of leading aspects of school development • Providing professional development for others • Self-evaluation and inspection • Experience of preparing and presenting 	<ul style="list-style-type: none"> • Experience of teaching in a variety of schools and settings across the primary phase • Leading effective appraisal

	<p>documentation for SEND reviews and appeals panels</p> <ul style="list-style-type: none"> • Contributing to whole school development 	
<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Secure understanding of statutory and non-statutory documentation relating to SEND provision • A wide range of highly effective strategies for promoting positive behaviour and maintaining a calm and purposeful learning environment • Using and interpreting a range of data to inform teaching, shape school development priorities, provision and deployment • Secure understanding of national curriculum and standards • Statutory guidance and best practices for SEND and Safeguarding • Understanding and application of effective monitoring, assessment, recording and reporting of pupil progress • Thorough understanding of different groups and how to plan for their particular needs (e.g SEND, Equal Opportunities, boys/girls, Gifted and Talented, EAL, Pupil Premium, LAC) • Local and national initiatives and current education policy 	<ul style="list-style-type: none"> • Expert knowledge in ASD, Dyslexia, ADHD, SCD or other common conditions • Clear understanding of effective leadership and strategic thinking, including leading effective teams • Effective appraisal and developmental feedback
<p>Professional qualities and skills</p>	<ul style="list-style-type: none"> • Proven excellent classroom management skills and leadership in behaviour management, including positive behaviour management • Demonstrates impact of high quality teaching and learning in raising standards • A commitment and proven ability to target children effectively, across the ability range, ensuring they achieve their potential • Good interpersonal skills with the ability to communicate clearly with children, colleagues, 	<ul style="list-style-type: none"> • A proven track record in raising standards with evidence of pupil progress that exceeds expectations is highly desirable • Is proactive in seeking out opportunities for professional development

	<p>parents, governors and the wider community</p> <ul style="list-style-type: none"> • Sound ICT skills with ability to deliver lessons, presentations and use data analysis programmes as an effective tool to enhance learning • Professional outlook and commitment to the school • Flexibility and positive team work skills • Ability to fully support and promote the school's aims and ethos, and to implement school policies 	
<p><u>Personal Qualities</u></p>	<ul style="list-style-type: none"> • Fun, well-motivated, hard-working and enthusiastic • Genuine concern for and understanding of children • Good humour and sense of proportion under pressure • Positive approach to change, challenge and to problem solving • Strong organisation skills, the ability to meet deadlines and see through all stages of a task • High expectations of themselves and those with whom they work • Ability to empathise and demonstrate care and compassion 	<ul style="list-style-type: none"> • Talents and skills to enhance learning • Active interest in extra-curricular activities • Commitment to open and effective collaboration across wider networks