



Headteacher: Mr T Hassan
Deputy Headteacher: Mrs S Morgan

Oaklands Primary School

Great North Road, Welwyn, Hertfordshire AL6 OPX

Tel: 01438 715278

Email: admin@oaklands.herts.sch.uk

Web: www.oaklands.herts.sch.uk

Twitter: @oaklandsschool

Job details

Job title: SENDCo

Salary: MPS/UPS + Fringe and SENDCo Allowance

Contract type: Part time (3 days), permanent

Reporting to: Headteacher and Deputy Headteacher

Purpose of the Role

The SENDCo, under the direction of the Headteacher and Deputy Headteacher will:

- Implement the strategic development of special educational needs (SEN) policy and provision across the school
- Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

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 whole 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
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective



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Operation of the SEN policy and coordination 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 other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and monitor intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- Work with the Headteacher, Deputy 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



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- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Support in leading INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants
- Lead support staff appraisals and produce appraisal reports
- Review support staff performance on an ongoing basis

The SENCO 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 SENCO 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.

Person specification

Criteria	Essential Qualities	Desirable Qualities
Qualifications and experience	<ul style="list-style-type: none">• Qualified teacher status• National Award for SEN Coordination• Successful primary teaching experience• Evidence of continuing and relevant professional development	<ul style="list-style-type: none">• Experience of following a therapeutic approach to behaviour support e.g. Herts STEPS, Positive Regard etc.
Experience	<ul style="list-style-type: none">• Experience of working at a whole-school level• Involvement in self-evaluation and development planning	<ul style="list-style-type: none">• Experience of teaching across different key stages• Experience of line managing staff



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	<ul style="list-style-type: none"> • Experience of conducting training and/or leading staff meetings and INSET 	<ul style="list-style-type: none"> • Experience of working with children with a broad range of SEND (ASD, ADHD, ODD, MH, SEMH etc)
Skills and knowledge	<ul style="list-style-type: none"> • Excellent knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build and sustain effective working relationships with other professionals • Ability to influence and negotiate • Excellent record-keeping skills 	<ul style="list-style-type: none"> • Experience of decision making at higher levels eg. monitoring the cost of effective spending
Leadership Skills	<ul style="list-style-type: none"> • Ability to create and manage effective monitoring systems • Ability to set realistic goals for yourself, your team and prioritise • Ability to maintain a culture of high expectations • Ability to problem solve under pressure 	<ul style="list-style-type: none"> • Ability to hold staff accountable and exercise appropriate delegation • Ability to demonstrate vision with regard to strategic curriculum and professional development
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school 	<ul style="list-style-type: none"> • Conscientious • Highly organised • Calm & understanding • Positive outlook



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	<ul style="list-style-type: none">• 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 maintaining confidentiality at all times• Commitment to safeguarding and equality	<ul style="list-style-type: none">• Proactive
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Note:

This job description may be amended at any time in consultation with the postholder