

**Furzedown Primary School**

**Inclusion Manager/SENDCO**

**Main/Upper Pay scale +** **TLR 2.1 and/or SEND allowance for the right candidate**

**Fulltime and Permanent- Required as soon as possible**

**Headteacher: Mrs. D. Morris**

# Job purpose

Carry out the duties of this post in line with the remit outlined in the current *School Teachers’ Pay and Conditions Document*

Under the overall direction of the headteacher play a major role:

* In formulating the aims, objectives of the schools approach in relation to inclusion and establishing the policies through which they are to be achieved.
* To lead and manage SEND in accordance with the published SEND policy and updated 2015 SEN Code of Practice.
* To lead and co-ordinate all elements of Inclusion including the teaching of SEND students across the school to ensure high quality curriculum provision and effective teaching and learning.
* Proactively manage specialist teaching and support staff and designated Teaching Assistants.
* Carry out the professional duties of a teacher as required.
* Take responsibility for child protection issues as appropriate.
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school as appropriate.

***An enhanced DBS check is required by the school before any appointment can be confirmed.***

# Main duties and responsibilities

* To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts of SEND students, including teaching and learning.
* To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
* To liaise with external professionals and agencies, parents and carers.
* To ensure that the progress of SEND students is monitored (through the use of quantitative and qualitative data) and sustained through a planned programme of interventions.
* To develop partnerships with other educational establishments, external agencies and the wider community in order to enhance the curriculum offer for SEND students. This includes transition.
* To compile and communicate SEND reports to the Governors and other reports as statutorily required.
* To ensure that the SEND report and SEND policy on the School website are regularly updated reflecting current practice in the School.
* To ensure that all statutory legal work is completed.
* To advise and monitor the use of the school’s budget to meet the needs of pupils effectively.
* To evaluate whether funding is being used effectively, and propose changes to make use of funding more effective or make applications for additional funding where necessary.
* Be responsible in keeping the website up-to-date with Inclusion information.
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

**Recording and Assessment**

* To monitor and maintain the SEND register, ensuring that the names and needs of students are communicated to staff and parents as appropriate.
* Ensure records are maintained and kept up to date and in line with GDPR.
* Undertake the staffing provision mapping of TAs annually to ensure all children’s support needs are met.
* To be responsible for specialist teaching and support staff and designated learning support assistants
* Maintain and further develop existing systems for identifying, assessing and reviewing SEND.
* To advise and collaborate with the Senior Leadership Team on the strategic development of Inclusion policies and provision in school.

**Leadership**

Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN.

* To deliver high quality training to all staff in line with the identified needs of the cohort.
* To model where appropriate and disseminate outstanding practice in supporting students with SEND and quality first teaching.
* Strategically identify the most areas of need and deploy staff and resources for maximum impact.
* To ensure that the progress of SEND students is monitored (through the use of quantitative and qualitative data) and sustained through a planned programme of interventions.
* Liaise with staff and parents to create support plans for specific students.
* To teach as directed by the Headteacher and the needs of the school.
* Lead TAC, IEP and annual review meetings, writing up accordingly.
* Work collaboratively with staff to ensure all necessary provisions are put in place for individuals.
* Ensure continuity of support by creating systems for the effective transfer of records at the point of transition.

**Shaping the future**

Our values are pivotal throughout the school and should be threaded into school life showing a positive attitude to all and developing a feeling of self-worth through all.

* Support the senior leadership team and governors in establishing our ambitious vision and ethos for the future of the school.
* Play a role in the school improvement and school self-evaluation planning process, through agreed priorities.
* Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
* Lead by example to motivate and work with others.

In partnership with the leadership team, lead by example when implementing and managing change initiatives.

* Promote a culture of inclusion within the school community where all views are valued and considered.

**Leading teaching and learning in relation to inclusion**

* Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
* Work with the leadership team to raise standards through staff performance management.
* Assist with the development and delivery of training and strategic support for staff in the areas of inclusion including SEND, EAL, More Able and Disadvantaged pupils.
* Support the Senior Leadership Team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality.
* Ensure that relevant attainment/achievement targets are met.

**Maintenance of Professional Standards**

* Keep yourself fully appraised and aware of educational and other appropriate developments, whether national or local, and assess their impact on the school and the team for which you are responsible;
* Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school;
* Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
* Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

*Please note: 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 postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.*

**Person Specification- Inclusion Manager/SENDCO**

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| ***Qualifications*** |  |
| Qualified Teacher Status | E, A |
| Proven outstanding classroom practitioner with experience of challenging underachievement and raising attainment | E, A |
| Significant, recent and relevant evidence of continued and progressive professional development | E, A, I |
| Relevant Degree | E,A |
| Have gained or be working towards the National qualification for SENCOs or other appropriate experience/qualifications. | E,A,I |
| ***Experience*** |  |
| Teaching experience with a minimum of 5 years’ experience | E,A |
| Teaching experience in Key Stage 1 and 2 under the new SATs criteria | E, A |
| Experience of conducting training/leading INSET | E,A,I |
| Experience of initiating and leading new developments across the school | D, A, I |
| Evidence of current outstanding teaching/classroom practice and its impact on pupil progress especially low attaining children | E, A, I |
| Evidence of developing, implementing and evaluating strategies for raising standards and improving pupil progress in primary schools | E, A, I |
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| Have a deep understanding of Values Based Education, be able to plan and deliver assemblies as required | E, A, I |
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| Evidence of working successfully in partnership with parents and the wider community | D, A, I |
| ***Knowledge*** |  |
| The inspection framework for schools | D, A, I |
| Current education issues and developments and including National Curriculum, recent curriculum re-design initiatives and assessment | E, A, I |
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| Implications of equal opportunities and inclusion issues | E, A, I |
| Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies |  |
| Strategies for improving the quality of teaching and learning and accelerating pupil progress | E, A, I |
| Strategies for school improvement and raising standards of achievement in school | E, A, I |
| Understanding of appropriate strategies for managing pupils' behaviour | E, A, I |
| Understanding and awareness of the promotion of positive mental health including delivering Mindfulness | D, A, I |
| ***Skills and Abilities*** |  |
| A highly motivated, energetic and enthusiastic teacher who is approachable and promotes positive relationships | E, A, I |
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| Is a creative teacher who motivates and inspires children to do their very best | E, A, I |
| Able to relate well to children and share their interests and enthusiasms | E, A, I |
| Highly organised with excellent time-management skills, highly proficient in the use of ICT | E, A, I |
| Excellent communication skills and empathy with students with learning difficulties | E, A, I |
| Ability to effectively manage pupil discipline positively and be committed to a high level of pastoral care | E, A, I |
| To have experience of developing leadership within the student population | E, A, I |
| Ability to work under pressure and prioritise effectively | E,A,I |
| ***Other*** |  |
| Commitment to providing an effective learning environment appropriate to the need and abilities of all pupils | E, A, I |
| Commitment to maintaining confidentiality at all times | E,A,I |
| Commitment to safeguarding and equality | E,A,I |
| Commitment to the development and maintenance of positive partnerships between the school, parents and the community | E, A, I |
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| Recent participation in professional development activities and willingness to undertake other training | E, A, I |
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| Method of Assessment: Essential (E), Desirable (D), Application (A), Interview (I) |  |