

SURBITON HILL NURSERY SCHOOL

ROYAL BOROUGH OF KINGSTON UPON THAMES SURBITON HILL NURSERY SCHOOL

JOB DESCRIPTION

JOB TITLE:	SENDCO
GRADE:	MPS/UPS Plus SEN allowance
CONTRACT TYPE:	Part-time (2 days) 0.4 temporary maternity cover contract
RESPONSIBLE TO:	Head Teacher & Governors
KEY RELATIONSHIPS:	Senior Leadership Team (SLT) Business Manager Nursery staff and partners Children and Families, Service Users
EXTERNAL RELATIONSHIPS:	Members of the community Local Authority representatives External Agencies Contractors/Suppliers

Main purpose

The SENDCO, under the direction of the Headteacher, will:

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

The SENDCO will be expected to fulfil the responsibilities of a teacher, as determined in the Teachers Pay and Conditions Act as set out in the STPCD.

The National Award for Special Educational Needs Co-ordination is a requirement for the post holder, or they must be willing to complete the SEND NPQ within 3 years of appointment

DUTIES AND RESPONSIBILITIES:

Strategic development of SEND policy and provision

- Have a strategic overview of provision for children 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 children with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)

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- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice

Operation of the SEND 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 SEND support
- Be aware of the provision in the Local Offer Work with early years providers, AFC Inclusion team and other external agencies
- Where targeted support is needed, the SENDCO is responsible for accessing funding arrangements through the necessary channels
- Analyse assessment data for children with SEN or a disability
- Monitor the effectiveness of interventions and the impact they have on children and report back termly at Child Development Review meetings

Support for pupils with SEN or a disability

- Co-ordinate provision that meets the children's needs, and monitor its effectiveness
- Ensure records are maintained and kept up to date
- Implement and review Personal Learning Plans (PLP's) and where appropriate begin the EHCP process
- Review the education, health and care plans (EHCP) with parents and carers
- Ensure if the child transfers to another school, all relevant information is transferred, and plan and support a smooth transition for the child.
- Promote the child's inclusion in the school community and access to the curriculum
- Work with the designated teacher for looked-after children, where a looked-after child has SEN or a disability
- To work with the Leadership Team to review individual children's attainment and progress especially ensuring learning of children with SEND is monitored, reviewed and addressed
- Enable early identification and intervention through assessment and observation

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

- Be aware of and support children's differences and ensure that all children have equal access to all school opportunities
- Contribute to the school improvement plan and whole-school SEND and inclusion policy
- To make a contribution to the school's continuing professional development programme by providing training opportunities for staff around particular needs including specific SEND training needs.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for children with SEND or a disability
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and any changes under the new SEND Code of Practice
Attend and participate fully in school events e.g. open morning and parent

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consultations

- Undertake regular monitoring of staff linking to performance management
- To use assessment data effectively and work with the Nursery team to ensure all children's needs are being met in a developmentally appropriate manner, taking account of all vulnerable groups
- To lead and demonstrate a real enthusiasm for the development and implementation of new initiatives
- To disseminate good practice to staff and the wider community e.g. parents' groups, staff meetings, governors or other settings across the locality
- Actively promote children's emotional and physical wellbeing; work in partnership with the Head Teacher to ensure consistent implementation of the schools behaviour management policy
- Promote a culture across the school that takes into account the diversity of the community and ensure that learning experiences for the children are linked into and integrated with the wider community.
- Assist in curriculum co-ordination and development across the school, having due regard to needs identified through monitoring; undertake the role of co-ordinator for a curriculum area as required Take a leading role in producing and reviewing policy documents.
- Help to co-ordinate SEN provision throughout the school to ensure children's needs are being met, maintaining appropriate registers and liaising with the office staff to ensure accurate reporting
- Ensure all children with special/additional needs are identified and work alongside staff to develop individual plans co-produced with parents to ensure their needs are being met
- Use assessment information to ensure that all children with SEN are being identified early and that appropriate support is put in place
- Support all staff across the Nursery to ensure all children are being appropriately supported to enable them to make good progress in their learning
- Ensure support staff are being appropriately deployed to ensure group work and 1-1 work are being undertaken to support children
- Support staff in the identification of appropriate teaching methods to meet individual children's needs
- Liaise with the named Educational Psychologist and other professionals
- Maintain and develop SEN resources
- Keep up to date with all SEND policy and legislation

Pupils, parents, colleagues and community

- Ensure children, parents and colleagues are treated with respect and as individuals following the school's equal opportunities policy
- Establish effective relationships with parents and carers and work in close partnership in order to support children's learning in school, the home and community and ensure that parents feel valued and supported.
- Communicate the curriculum aims of the school to parents and families and lead curriculum workshops for parents. Ensure that parents are regularly informed, both formally and informally, about their children's learning throughout their time in the nursery.
- Take responsibility for leading the teams in the classrooms, taking an overall view of what is happening across the team. Monitor the progress and development of the team as a unit and of individual members of the

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team. Liaise and work in close partnership with other team leaders and Head Teacher.

- Be a role model for excellent teaching and share good practice across the nursery school, and a range of other providers. Promote excellent practice in teaching and learning and offer support to colleagues working with young children in local settings.
- Develop effective working relationships with Governors, Local Authority Officers, partner agencies and other relevant external agencies, community figures or organisations.

Professional Development

- Promote a learning culture by modelling reflective and learning behaviours for all staff. Participate in the school's Inset programme, attend relevant courses linked to the Development Plan and maintain an up to date knowledge of current local and national initiatives.

Other

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 list of all tasks that the SENDCO should do. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Surbiton Hill Nursery School is committed to safeguarding and promoting the welfare of our children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

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PERSON SPECIFICATION SENDCO

You should demonstrate on your application form how you meet the following essential criteria.

Qualifications	Method of assessment	Essential/Desirable
Qualified teacher status	AF	E
Early years teacher status	AF	D
Evidence of further professional development	AF	E
Has undertaken Designated Persons Safeguarding training	AF	D
The National Award for SEN Co-ordination, or be willing to complete the SEN NPQ within 3 years of appointment	AF/I	E
NPQ or other leadership qualification	AF	D
Personal Qualities		
Ability to work under pressure and prioritise effectively	AF/I	E
Enthusiasm and commitment	AF/I	E
Ability to work within, and lead a team	AF/I	E
Ability to motivate and inspire others	AF/I	E
Commitment to Inclusion and promoting the values and ethos of the school	AF/I	E
Experience		
Substantial and successful teaching experience in the Early Years age range, demonstrating a commitment to Early Years achievement	AF/I	E
Evidence of significant post qualifying classroom based experience in an Early Years setting.	AF/I	E
Leadership and Management experience for a minimum of 2 years	AF/I	E
Experience of conducting training/leading INSET	AF/I	E
Knowledge and understanding of the educational, developmental and health needs of children 0-5 age range.	AF/I	E
Experience of working with internal and external stakeholders in relation to statutory requirements with SEND pupils	AF/I	E
Experience of working with Multi agency teams	AF/I	E

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A proven track record of supporting children with SEND		
Experience of leading SEND provision		
An understanding of the school self-review and evaluation process	AF/I	E
	AF/I	E
	AF/I	E
	AF/I	E
Other		
Ability to use IT competently	AF/I	E
Ability to manage time effectively and meet deadlines	AF/I	E
Experience as a staff member of the Governing Body	AF/I	D

Key:

AF = application form

I = interview/presentation/assessment exercise

E = Essential

D = Desirable