



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk



Greenfield Nursery & Hurst Drive Federation

SENDCo – Maternity Cover

1. Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

Title and Grade of Post

Post Title: SENDCo

Pay Scale: Main Pay Scale/Upper Pay Scale (Fringe) (Plus SEN Allowance)

1. Purpose of the Job

- Lead, manage and oversee the strategic development and day-to-day implementation of the school's SEND policy, provision and alternative provisions across the two school sites ensuring that students with SEND receive high quality, inclusive educational provision.
- Working closely with staff, parents, and external agencies, the SENDCo will ensure that students with additional needs are accurately identified, supported through appropriate interventions, and able to make strong progress.
- Overseeing provision mapping and assessments, coordinating individual support plans, monitoring outcomes, and ensuring that staff are well equipped to meet the needs of students with SEND within the classroom and in the alternative provisions.
- As a qualified teacher, the SENDCo will fulfil all professional teaching responsibilities while supporting colleagues to deliver high-quality inclusive teaching through guidance, training, and the sharing of effective strategies.
- Ensure the school meets its statutory responsibilities in relation to SEND, inclusion and equality.
- Contribute to whole-school improvement and self-evaluation, particularly in relation to outcomes for pupils with SEND.
- In their leadership capacity, the SENDCo will be accountable for the quality of provision and outcomes for students with SEND, including the effective management and development of staff within the SEND team.
- Carry out duties as reasonably directed by the Headteacher.

2. Employment Duties

This is a senior post within the federation's staffing structure which carries with it membership of the senior leadership team of the federation. This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment. All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective running of the school.

As a member of the federation staff, the post holder will be required to:-

- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

3. Relationships

The post holder is responsible to the Executive Headteacher and Inclusion Lead for duties relating to SEND.

The post holder is expected to interact on a professional level with pupils, parents, carers and colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them in order to promote mutual understanding of the school curriculum and provision for SEND with the aim of improving and maintaining the quality of teaching and learning in the school, particularly for our most vulnerable learners.

The post holder will be responsible for the appraisal of teaching and support staff relevant to his/her responsibilities.

4. Key responsibilities

1. Strategic Development of SEND Provision

- Develop, implement and review the school's SEND policy and SEN Information Report; ensuring they reflect both statutory requirements and the school's vision and values.
- Ensure SEND provision is clearly reflected within the School Development Plan (SDP).
- Maintain a strategic overview of provision for children with SEND, monitoring and evaluating its quality and impact in the classrooms and alternative provisions.
- Contribute to school self-evaluation, including Ofsted readiness.
- Ensure funding is used effectively to improve outcomes for disadvantaged and SEND pupils.
- Keep up to date with national and local developments in SEND and inclusion and develop skills at local cluster groups, courses and meetings.

2. Operation of the SEN Policy and Coordination of Provision

- Oversee the day-to-day operation of the SEND policy.
- Maintain accurate and up-to-date records (SEND register, provision maps, EHCPs, IEPs, intervention records).
- Coordinate provision using the graduated approach (Assess, Plan, Do, Review).
- Analyse assessment data to monitor progress and inform provision and report to Inclusion Lead.
- Be aware of the provision in the local offer
- Lead and manage intervention programmes and evaluate impact and report to Inclusion Lead.
- Advise on the effective use of resources.

3. Support for Staff

- Support staff in understanding SEND and statutory duties.
- Support class teachers and support staff to plan the best possible provision to enable children with SEND to make maximum progress in their learning.
- Advise staff on applying differentiated teaching strategies
- Support teachers with IEPs and in setting targets and monitoring their implementation.
- Provide guidance on adaptive teaching and inclusive practice.
- Identify training needs, lead CPD or model good practices.
- Promote a culture of inclusion and high expectations.

4. Support for Children

- Identify children with SEND and coordinate provision.
- Monitor progress of SEND children and adapt support, as required.
- Review the EHC Plan with parents/carers and relevant staff.
- Promote inclusion and access to the full curriculum and school life.
- Support wellbeing and belonging.
- Ensure smooth transitions.

5. Partnership with Parents/Carers and External Agencies

- Build strong relationships with parents/carers.
- Arrange workshops/coffee mornings to develop parental skills and/or support in specific areas
- Communicate regularly regarding progress.
- Liaise with external professionals and the local authority.

- Coordinate multi-agency support.

6. Leadership and Management

- Provide termly updates for SLT and Governors of the effectiveness of provision for children with additional learning needs and SEND.
- Co-ordinate the SEN Team.
- Ensure compliance with the Equality Act 2010.
- Promote an inclusive environment across the two sites.
- Lead on annual reviews for children with Education and Health Care Plans (EHCP) and lead on applications for those vulnerable pupils who may be eligible for an EHCP.

7. Safeguarding

- Follow safeguarding procedures, at all times.
- Remain vigilant to increased risks for SEND pupils.
- Work alongside Designated Safeguarding Lead, when required, on matters of safeguarding and welfare of children with SEN.

8. Additional Duties

- Engage in professional development.
- Undertake duties as directed by the Headteacher.

Person Specification - SENDCo

	Essential	Desirable
Experience	<ul style="list-style-type: none"> Substantial, successful teaching experience, including being involved in statutory assessment at the end of the EYFS, KS1 and/or KS2 Experience of SENDCo role Experience in resources, budgetary and personnel management Involvement in school development and evaluation 	<ul style="list-style-type: none"> Experience of working with 2 - 4 year olds Experience of teaching (and perhaps leading) in two or more schools Subject leadership in one or more core subjects Experience of making links with outside agencies to complement the curriculum and/or teachers' professional development Experience of being a school governor
Qualifications / Training	<ul style="list-style-type: none"> Qualified teacher status (QTS) Level 1 Safeguarding Training Master's Level National Award for Special Educational Needs Co-ordinator (or extensive experience and willingness to work towards gaining the award on take-up of the post) 	<ul style="list-style-type: none"> National Professional Qualification for Senior Leadership (NPQSL) Level 2 Safeguarding Training
Knowledge / Skills	<ul style="list-style-type: none"> A secure understanding of the National Curriculum and the Early Years Foundation Stage Statutory Framework A secure understanding of the SEN Code of Practice: 0-25 years Knowledge of what constitutes high-quality teaching, feedback and assessment for pupils with SEND A sound knowledge of child development including early child development (0-3) A breadth of knowledge regarding supporting pro-social behaviour for children with specific needs Secure knowledge of 'Keeping Children Safe in Education: for schools and colleges' Ability to make informed use of research and inspection findings, calling upon the expertise and contribution of others as necessary to plan strategically Ability to maintain confidentiality Ability to communicate effectively, orally and in writing with a range of stakeholders Strong interpersonal skills to inspire others, hold others to account, and devolve responsibilities and delegate tasks, as appropriate High standards of IT skills including Office 365 Proven impact on outcomes for children 	<ul style="list-style-type: none"> Knowledge of the school inspection handbook and how it can inform school development particularly regarding SEND provision Knowledge of the early years inspection handbook and how it can inform school development particularly regarding SEND provision Knowledge of school governance and how it contributes to school improvement
Personal Qualities	<ul style="list-style-type: none"> Friendly and sensitive Hardworking, resilient and able to work under pressure Reflective with a commitment to own personal and professional development Flexible and conscientious Reliable, organised and punctual A good team worker Energetic, enthusiastic and committed Dedicated and loyal 	
Equal Opportunities	<ul style="list-style-type: none"> Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. 	