

POSITION: SENDCO
LOCATION: Warlingham Park School, part of the Inspired Learning Group
HOURS: 2 days per week
SALARY: £28,000 to £35,000 pro rata to 2 days Depending on experience

SENDCO

Are you passionate about childcare and looking for something varied, interesting and challenging?

Inspired Learning Group (ILG) a growing group of independent preparatory schools and nurseries are looking to recruit an experienced SENDCO at Warlingham Park School and Nursery, based in Warlingham, Surrey.

Warlingham Park School is a warm and welcoming preparatory school for children aged 2-11 where we encourage care, courtesy and consideration towards each other. The school and nursery, is surrounded by breath-taking green and open space that inspires, challenges and motivates, maintaining happy, resilient and articulate individuals who leave us ready to meet the challenges of secondary education.

This is a fixed term opportunity working 2 days per week, to be reviewed in June 2021.

Purpose of the role

SENDCO will be expected to attend all IEP meetings and complete all tasks necessary to the role and to the effective running of the school as directed by the Headteacher. The role analysis is not a complete and final outline of responsibilities. The role will vary according to the changing needs and student population within the school and will be reviewed annually.

Please see the attached job description for further requirements and insight into the role.

Person Specifications

- At least one year's experience working as a SENDCO within a school.
- Qualified Teacher Status
- A commitment to work within a small school environment.
- A commitment to lead and promote SEND within the school.
- An ability to work with successfully parents and communicate effectively. Detailed knowledge of SEND Code of Practise
- Detailed knowledge of different types of educational and physical needs encountered in the
- Primary School environment
- Detailed knowledge of strategies used in meeting these needs

- Detailed knowledge of the referral system for liaising with outside professional and professional bodies, including CAMHS, Early Help, Brent Educational Psychologists and Occupational and Speech Therapists.

• JOB DESCRIPTION

• Section 1: General Information

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| Position Title | SENDCO | Section/Department | |
| Reports To | Sarah Buist, Headteacher | | |
| Date of Review | January 2020 | | |
| Location/Site | Warlingham Park | Employment Status | Part Time |

• Section 2: Job Description

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| Position Purpose | SENDCO will be expected to attend all IEP meetings and complete all tasks necessary to the role and to the effective running of the school as directed by the Headteacher. The role analysis is not a complete and final outline of responsibilities. The role will vary according to the changing needs and student population within the school and will be reviewed annually. |
| Key Responsibilities | <p>IEP Intervention Programme</p> <ol style="list-style-type: none"> 1. SENDCO is to effectively implement an intervention strategy based on IEPs. SENDCO is to ensure that IEP intervention leads to measurable academic progress in the majority of students; and to tangible, discernible progress in all students. The effectiveness of SEND programme is to be reviewed by the Headteacher through performance appraisal. 2. The SENDCO will draft a report on Attainment and Progress and the effectiveness of SEND intervention each year, through a SEND evaluation report and an Outcome Evaluation for children on the register. 3. To set renewal dates for each child's termly IEP within the first two weeks of term, which will be based on an IEP meeting between the teacher and the child's parents on a termly basis. The draft IEP is then reviewed by the SENDCO who must ensure the IEP is effective. The SENDCO must attend all IEP meetings which will sometimes be after 3.30pm. 4. To liaise with the class teacher to suggest possible amendments to IEPs. 5. To liaise with class teachers to review each term's IEP at the end of the term and annotate the IEP specifying to what extent targets have been met. It will be the SENDCO's task to review IEPs. 6. To plan, teach and assess intervention lessons for all students on IEPs and to document progress achieved in these lessons. To plan lessons for the SEND support assistant and review the effectiveness of these. 7. To manage a timetable for ALL SEND and intervention lessons and to review the timetable each term, in the light of changing needs in the student body. To ensure that a timetable is submitted to the Headteacher for approval by final week of preceding term. 8. Where applicable, to set homework tasks in each SEND lesson and to liaise with parents over these tasks in line with the IEP to the satisfaction of parents. 9. A draft timetable is set out below. On exceptional occasions, the SENDCO may be asked to cover some lessons during the absence of a colleague. 10. To plan and monitor IEP interventions and lessons delivered by the School SEND teaching assistant. |

11. To review and edit Policies and Guidance in the light of school needs liaising with Senior Leadership.

12. To order, prepare, store and catalogue SEND resources so that these can be used effectively by other teachers. To maintain the Provision Map document for use by teachers and to develop similar provision maps for different conditions (eg Dyslexia or autism)

13. To follow a clear Referral Structure for new SEND pupils which includes Referral form, Observation form and evaluation form.

Annual and Termly Reviews

14. To liaise with the Headteacher over the termly review and overview of termly IEP interventions and to discuss the drafting of each pupil's SEND passport at the start of each school academic year, which will remain the responsibility of the SENDCO to draft and prepare.

15. To ensure that school SEND and ESL policy is annually reviewed and aligned with the SEND Code of Practice and the School Improvement Plan. To submit the reviewed policy to the Headteacher and school governance.

Documentation

1. To organise and manage the SEND file, ensuring that key documentation is filed, reviewed and maintained to the satisfaction of Headteacher and school governance.

2. The SENDCO is to complete recorded assessments, planning, marking and documentation within the allocated time.

Communication

1. To liaise with, contact and follow the instructions of any expert professional working in support of a pupil's IEP. Where deemed necessary to actively contact professionals and/or local authority to help support and/or identify pupil needs. To make referrals to professionals within the local authority and beyond.

2. To be available to meet parents and discuss the progress of IEPs and interventions where appropriate, to the satisfaction of parents.

3. To read staff meeting minutes and communicate effectively with staff either directly or through email.

Intervention for children not on IEPs

1. In the first two weeks of term, to review any pupil referrals completed by class teachers, deciding with the Headteacher whether such referrals are to be given IEPs or placed on a non IEP intervention programme. Referrals for Able, Gifted and Talented intervention are also to be considered.

2. To review non IEP intervention programme on a termly basis with the Head, using termly assessments to identify which pupils who have not made requisite progress or who may require AGT intervention. To ensure that the majority of pupils on intervention programmes make requisite progress at the end of the academic year.

3. To co-ordinate the teaching of intervention lessons and if time allows to teach some intervention lessons directly.

English as a Second Language

1. To identify and assess students with English as a Second language. To draft a termly intervention programme for each child in co-operation with the class teacher. To apply this intervention strategy so that each child makes requisite progress. Due to the nature of the pupil demographic within the school, ESL is a limited (in number of pupils) but important need within the school.

Performance Management and Review of role.

1. To follow the staff code of conduct and performance management policy including all policies relating to staff professional conduct, including

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| | <p>the school safeguarding policy.</p> <p>2. The role of SENDCO will change and adapt according to changing legislative and good- practice needs as well as changing pupil demographics. It is subject to review by the Headteacher and school governance and will therefore include tasks and responsibilities not included in this Role Analysis. This is therefore not a complete list of role and responsibilities.</p> |
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Section 3: Person Specification

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| <p>Person Specifications</p> | <p>At least one year's experience working as a SENDCO within a school. Qualified Teacher Status A commitment to work within a small school environment. A commitment to lead and promote SEND within the school. An ability to work with successfully parents and communicate effectively. Detailed knowledge of SEND Code of Practise Detailed knowledge of different types of educational and physical needs encountered in the Primary School environment Detailed knowledge of strategies used in meeting these needs Detailed knowledge of the referral system for liaising with outside professional and professional bodies, including CAMHS, Early Help, Brent Educational Psychologists and Occupational and Speech Therapists.</p> |
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