



Falconbrook School

Maternity Cover - SENCO / Aspiring SENCO

Job description

Job title: SENCO / Aspiring SENCO - Maternity Cover

Salary: Main Pay Range M6 £50,288 & TLR 2.1 £3,391

Hours: 32.5 hours / full time

Contract type: Maternity Cover from 1st March 2025 or ASAP

Reporting to: Head Teacher

Responsible for: Teaching Support Team (SEND)

Qualifications: NASENCO or aspirations to start self-funded study

Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine 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 SEND including medical needs.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Oversee support for pupils with medical needs, including administration of prescribed medication and coordination of associated staff training.

- Make sure the Medical Care 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.

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 SEND and advise on the graduated approach to SEND 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 early years providers, 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 SEND
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.
- Monitor and evaluate impact of specific provision to support individual pupils with SEND, delivered by TST / specialist teachers.

Support for pupils with SEND

- Work to identify a pupil's SEND, in collaboration with professionals, and parents.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupils with identified SEND
- Ensure records are maintained and kept up to date.
- Write and submit EHCPs within the statutory guidelines.
- 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 pupils' inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND.

Leadership and management

- Work with the Head Teacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Contribute to the school development plan and whole school policy
- Identify training needs for staff and how to meet these needs.
- Share procedural information, such as the school's SEND policy.

- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND.
- Lead teaching assistants (TAs) working with pupils with SEND.

Other areas of responsibility

- Support effective implementation of Behaviour Management Policy in liaison with SLT, including effective implementation of Behaviour Support Plans
- Support management of safeguarding provision in liaison with Head Teacher and Assistant head teacher, including for pupils working with Childrens Social Services

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 Head Teacher.

Read our safeguarding documents here

<https://falconbrook.wandsworth.sch.uk/our-school/safeguarding/>

Read our latest Ofsted report here

<https://falconbrook.wandsworth.sch.uk/parents/ofsted/>

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Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination/SENCO NPQ, or a willingness to begin study during this appointment. • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience (minimum 6+ years) • Working knowledge of all primary phases: EYFS, KS1 & KS2 • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none"> • Sound 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 effective working relationships. • Ability to influence and negotiate. • Good record-keeping skills
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. • 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.