



WOODHALL SCHOOL



PASSION ● RESILIENCE ● RESPONSIBILITY ● ASPIRATION ● INCLUSIVITY ● FAMILY

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Woodhall Lane, South Oxhey, Watford, Hertfordshire, WD19-6QX.

POST TITLE: SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

RESPONSIBLE TO: HEADTEACHER

HOURS: 0.6 (3 DAYS PER WEEK)

SALARY: UPS1 (DEPENDING UPON EXPERIENCE)

MAIN PURPOSE OF ROLE

- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual Woodhall pupils with SEN or a disability ensuring all statutory requirements are met
- Work closely with external agencies and professionals to secure appropriate support for children
- Maintain accurate records and ensure compliance with SEND legislation and guidance
- Line-manage our team of support staff and provide robust professional guidance to colleagues
- Build and maintain strong relationships with parents and carers of children with SEND, providing ongoing support and guidance
- When necessary, hold challenging and constructive conversations (based upon evidence) with external professionals to ensure the best outcomes for Woodhall children with SEND
- Drive whole-school improvement in SEND provision, with a focus on strategic future planning

DUTIES AND RESPONSIBILITIES

STRATEGIC DEVELOPMENT OF SEND POLICY AND PROVISION

- Have a strategic overview of provision for pupils 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 pupils with SEN or a disability
- Make sure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
- 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 SEN or a disability, and advise on the graduated approach to SEN support
- Advise colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN

- 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 SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

SUPPORT FOR PUPILS WITH SEN OR A DISABILITY

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

LEADERSHIP AND MANAGEMENT

- Play an active role within the senior leadership team (SLT), by working alongside the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school SEF/SDP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Undertake necessary roles within a small school as part of a team e.g., playground duty

SAFEGUARDING

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Undertake DSL training
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

PERSON SPECIFICATION

<i>QUALIFICATIONS AND TRAINING</i>	• Qualified Teacher Status (QTS) • Degree • National Award for SEN Co-ordination (or willingness to work towards it) • Evidence of relevant and recent professional development relating to SEND
<i>EXPERIENCE</i>	• Successful teaching experience • Experience of supporting children with a range of SEN including those with complex needs • Experience of working at a whole-school level • Experience working collaboratively with families and external agencies • Experience of conducting training/leading INSET • Experience of line-managing or supporting other staff • Involvement in self-evaluation and school development planning
<i>SKILLS AND KNOWLEDGE</i>	• Excellent knowledge of SEND Code of Practice • Understanding of what makes 'quality first' teaching and of effective intervention strategies (including planning and evaluating these) • Good record-keeping skills • Ability to hold challenging conversations with sensitivity and clarity; influence and negotiate • Strong leadership, communication and organisational skills • Ability to analyse data and use it to inform SEND provision • Ability to build effective working relationships with staff, parents, pupils and external partners • Confident in managing and supporting a team • Competent IT skills, including use of SEND systems
<i>PERSONAL QUALITIES</i>	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of Woodhall School • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work calmly under pressure and prioritise effectively • Empathy and patience, especially when working with families and children with complex needs • Commitment to safeguarding and promoting the welfare of children • Willingness to work flexibly and collaboratively as part of a small, dedicated team • Commitment to maintaining confidentiality at all times