



# Rumboldswyke Church of England Primary School



## Special Educational Needs Coordinator Job Description

*Our vision is to provide a nurturing, creative, Christian community where everyone will achieve their potential with confidence and joy, and embrace 'Life in all its fullness.'*

*John 10:10*

Rumboldswyke is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

|                       |  |
|-----------------------|--|
| <b>Job title:</b>     | Special educational needs co-ordinator (SENCO) and teacher |
| <b>Salary:</b>        | M1-UPS3  |
| <b>Hours:</b>         | 0.6  |
| <b>Contract type:</b> | Part Time / Permanent                                      |
| <b>Reporting to:</b>  | Head of School   |

### Main purpose

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

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN 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
- To take responsibility for promoting the safeguarding and welfare of children within the school as a DDSL.

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD and in accordance with the job description of a Class teacher.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

# **Duties and responsibilities**

## **Strategic development of SEN 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 SEN 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 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 SEN
- 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 or carers and the pupil
- Communicate regularly with parents/carers
- Ensure 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**

- 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
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET 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
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## **Safeguarding**

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

## **Other areas of responsibility**

To fulfil the job description of a class teacher

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 postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School

## **Person specification**

| Criteria                           | Essential Qualities   | Desirable Qualities   |
|------------------------------------|---|---|
| <b>Qualifications and training</b> | <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>• Degree</li> </ul>   |   |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>• Experience of working at a whole-school level</li> <li>• Experience of working with children with a range of SEN</li> </ul>  | <ul style="list-style-type: none"> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of line managing staff</li> </ul> |
| <b>Skills and knowledge</b>        | <ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul> |   |
| <b>Personal qualities</b>          | <ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>   |   |

**Closing Date for applications: Midday Monday 12<sup>th</sup> May 2025**

**Interview Date: w/b 19<sup>th</sup> May 2025**

### **Notes:**

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above, but are interested in applying, contact

[bursar@rumboldswyke.org.uk](mailto:bursar@rumboldswyke.org.uk)



# Rumboldswyke Church of England Primary School



## Class Teacher Job Description

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## **Duties and responsibilities**

### **Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - select appropriate learning resources and develop study skills through library, IT and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support

- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

### **Curriculum Development**

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- Contribute to the whole school's planning activities

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;

### **Standards and quality assurance**

- Support the aims and ethos of the School;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings and student performances;
- Uphold the school's behaviour code and uniform regulations;
- Participate in staff training;
- Attend team and staff meetings;
- Develop links with the Trust and neighbouring schools.
- Post Threshold teachers will need to meet and maintain the criteria set out in the 'Upper Pay Range Criteria' document

### **Maintenance of Professional Standards:**

- Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
- Ensure the development and maintenance of a team culture that enables all members of the team to be effective in their respective roles;
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.
- Undertake any other reasonable professional task as directed by the Head of School

## **Person Specification**

| Criteria                           | Essential Qualities  | Desirable Qualities  |
|------------------------------------|--|--|
| <b>Qualifications and training</b> | <ul style="list-style-type: none"><li>● Qualified teacher status</li><li>● Good honours degree</li></ul>   | <ul style="list-style-type: none"><li>● Evidence of further study in past 5 years</li></ul>  |
| <b>Knowledge &amp; Experience</b>  | <ul style="list-style-type: none"><li>● Experience of teaching in Key Stage 2</li><li>● A willingness to lead a curriculum subject area</li><li>● Excellent classroom routines, including effective behaviour management and teaching strategies</li><li>● Knowledge &amp; understanding of safeguarding requirements</li><li>● Experience of supporting children with Special Educational Needs</li></ul> | <ul style="list-style-type: none"><li>● Experience of mixed age class teaching and planning</li><li>● Experience of leading a core subject or area of school development.</li><li>● Experience of leading training and/or staff development activities</li><li>● Experience of being a Designated Safeguarding Lead</li><li>● Significant experience of supporting children with a high level of need.</li></ul> |
| <b>Teaching &amp; Learning</b>     | <ul style="list-style-type: none"><li>● Record of high-quality effective teaching and assessment in KS2</li><li>● Up-to-date knowledge of current issues in primary education</li><li>● Understanding of how to meet the needs of pupils with a range of prior attainment</li><li>● Understanding the place of a knowledge-rich curriculum in primary</li></ul>  | <ul style="list-style-type: none"><li>● Experience of supporting others to raise quality of teaching</li><li>● Evidence of on-going personal development</li><li>● Demonstrate a proven track record of raising attainment</li><li>● Experience of developing knowledge-rich curriculum plans</li></ul>  |
| <b>Leadership Skills</b>           | <ul style="list-style-type: none"><li>● Ability to positively influence the behaviours and actions of others</li><li>● Ability to encourage parents to play their part in their child's learning both in and out of school</li><li>● Ability to manage competing demands on time effectively</li></ul>   | <ul style="list-style-type: none"><li>● Experience of leading a new initiative in school</li><li>● Ability to interpret data to identify key areas for consideration by leaders</li></ul>  |

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| <b>Personal Attributes</b> | <ul style="list-style-type: none"> <li>● Relate well to pupils, staff and parents showing warmth, care and sensitivity</li> <li>● Positive and optimistic, including when working under pressure</li> <li>● Drive, ambition and passion for education</li> <li>● Willing to uphold Christian ethos of the school</li> <li>● Innovative and able to enthuse and reflect upon experience</li> <li>● Flexible to change and have good organisation skills</li> </ul> |  |
|----------------------------|---|--|