

St Paul's Waldorf School



Job Title:	SENDCO & Inclusion lead
Reports to:	Headteacher
Level:	QTS
Salary:	£35,617per annum FTE + uplift (TLR) from £1,200 FTE – Actual £28,494 TLR - £960
Hours:	39 Weeks, Term time only post, 4 days per week from 8.00am to 4.00pm
Start date:	As soon as possible
Line management:	SEND Staff

The role at times requires additional hours on occasions to fulfil the requirements of the post.

Our mission is to educate the whole child in a healthy and balanced manner, developing the physical, emotional and intellectual capacities of each child through an age-appropriate curriculum. The Steiner philosophy looks to support both teacher and child in their development with a holistic intention. The school as a whole is seen as a community and works in strong partnership with parents.

Job Purpose:

- Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school in line with SEND Code of Practice 2015
- Be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher

Responsibilities

Key Functions

- The SENDCO will perform a range of duties including provision mapping, assessments, records and documentary evidence, liaison and meetings with other professionals.
- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Ensure the SEND policy is up-to-date and put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Managing and deploying Teaching Assistants.
- To work with a range of other professionals e.g. SALT, EP, CAMHS, Children's Services
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils with SEND have the required levels of support
- To provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.

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

Support for pupils with SEND

Be responsible for:

- Identifying a pupil's needs and co-ordinating provision and monitor its effectiveness
- To monitor and track the progress of students with SEND
- Promoting inclusion in the school community and access to the curriculum, facilities and resources
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Supporting colleagues to create and maintain Class Profiles, Pupil Profiles, and outlining provision using collaborative Assess Plan Do Review cycles.
- Providing evidence towards Education Health and Care Needs Assessments, ensuring provision is compliant with that outlined within EHC Plans and working within statutory timeframes to host Annual Review meetings.
- Communicating regularly with parents or carers
- Reviewing and adapting provision
- Ensuring that staff are kept informed of pupil needs and advise on areas to develop and support.
- Providing guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Supporting meetings of SEND staff, communicate information to staff and co-ordinate resulting action.
- Offering advice and support to teaching staff in providing a quality first teach approach
- Ensuring that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Where appropriate working with the Safeguarding Team to provide updates, monitor progress and develop plans of support.

Leadership and management

- Work with the headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments, accessibility plans and provision
- Work with colleagues to ensure that the school is compliant with the Independent School Standards and collect evidence in preparation for inspections.
- Prepare and review information the Trustee board is required to publish
- Contribute to the school improvement plan and whole-school policies
- Contribute to the school development in the T&L meeting
- Identify training needs for staff and how to meet these needs
- Lead INSET sessions for staff
- 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 and manage teaching assistants (TAs) working with pupils with SEND
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Personal and professional Development

- Engages fully with the process and practice of Steiner-Waldorf Education which considers the personal development of the teacher in relationship to the development of the children.
- Accepts regular visits from advisors
- To be committed to the development of the School
- Take part in appropriate performance review procedures
- Support the development of themselves and others through attendance at conferences, study and INSET days, observing and mentoring in partnership with colleagues.

Building a relationship with parents

- Regularly updating parents on their children's progress within SEN
- Available for parents to discuss individual children's progress and development at regular times during the school term.

Teamwork/ School Community

- Works co-operatively at all times with colleagues, volunteers and any other members of our community.
- Attends the weekly Class teachers, after the first year at the School, the College meeting and other meetings essential to the work
- Supports, prepares and actively participate in school assemblies, events and festivals.
- Share responsibility for supervision of all pupils during non-class hours within the school day including covering classes or other duties for absent colleagues and being part of the break duty rota.

Compliance and Safeguarding

- Stays up-to-date and familiar with the School policies and procedures and ensure adherence of Statutory obligations (e.g. Health & Safety, safeguarding and child protection)
- Liaises with other agencies e.g. Waldorf UK, Social Services, LEA, ISI, DoE and other Schools when required
- At all times, respect professional confidentiality with regards to information about children, parents and other Teachers and staff at the School.
- Prepared to attend training courses in First Aid, SEND, Child protection etc. as deemed necessary to work with children
- Ability to work on own initiative and as part of a team, recognising each member's individualities while also showing willingness to compromise and adapt according to the demands of the situation.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	Essential: • Qualified Teacher Status • National Award for SEN Co-ordination, or a willingness to complete the NPQ within 3 years of appointment, or Desirable: • A recognised Waldorf Teacher Training certificate • Align for Learning Certificate, or a willingness to complete it within 3 years of appointment
Experience	Essential: • Teaching experience, minimum 2 years Desirable: • Experience of working in a range of school settings • Experience of working at a whole-school level • Experience of conducting training/leading INSET • Involvement in self-evaluation and development planning
Skills and knowledge	Essential: Sound knowledge of the SEND Code of Practice • Understanding of adaptive teaching and how to develop colleague's practice • Understanding of how to plan and evaluate effective support strategies • Data analysis skills, and the ability to use data to inform provision planning at a range of levels • Highly organised, effective communication and interpersonal skills • Ability to collaborate and build effective working relationships Desirable: • Knowledge of Steiner Waldorf Pedagogy
Personal qualities	Essential: • Commitment to developing a culture of professional curiosity with colleagues • 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 SEND • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

This job description may be amended at any time in consultation with the postholder. 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 SENDCO will carry out. The postholder may be required to

do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

Notes

St Paul's Waldorf School is committed to equality of opportunity. We encourage applications from individuals of any of the many BAME backgrounds.

St Paul's Waldorf School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The offer of this post is subject to statutory clearance by Disclosure and barring Service and Teacher's prohibition list check. The appointment will be subject to two satisfactory references, one of which must be from the candidate's most recent employer.