

West Park CE Primary School

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SENCO

SENCo (TMS/UPS) plus SEN 1 £2679

“Walk with the dreamers, the believers, the courageous, the cheerful, the planners, the doers, the successful people with their heads in the clouds and their feet on the ground. Let their spirit ignite a fire within you to leave this world better than when you found it...”

Wilfred Peterson

Passionate about Education? Exceptional Inclusion Leader or SENCO?

Are you an innovative and reflective SEND practitioner who has made a difference? Are you looking for an exciting opportunity? Join our team of dedicated professionals in our large primary school. We also have 2 Special Support bases, for pupils with Social Communication needs and Physical Disabilities with a purpose built extension which includes a new sensory room and garden.

Due to retirement we are looking to appoint a SENCO to work alongside our Teacher in Charge of our SSC, Pastoral Manager and Behaviour and Emotional Support Team. The successful candidate will join the Senior Management Team in ensuring high quality provision for pupils with SEND, raising standards across the school and enabling all pupils to achieve good outcomes. We would expect the successful candidate to have completed the NPQSEN or National SENCO Award qualification or be prepared to complete this within the first two years of joining us.

About the role

We will be seeking a full-time experienced practitioner who is fully conversant with the Code of Practice 2014 and has an understanding of the requirements, can demonstrate knowledge of a good range of programmes and interventions, has good communication skills and is sensitive to the needs of the pupils and their parents/carers. The candidate must also be up to date with the new National Curriculum.

We can offer you:

- “all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well.” Ofsted March 2025
- A positive, caring Christian ethos with pupils and learning at the heart of all we do

- Happy pupils who are enthusiastic, motivated, and engaged learners
- A dedicated, friendly and supportive staff
- An Inclusion team to work within (the team is overseen by an Inclusion Leader and includes a Pastoral Manager, designated Teacher in Charge (TIC) of the special support base, SEN SSAs, LSAs and a Behaviour and Emotional Support Team)
- A school team committed to your professional development with proven success
- An excellent learning environment and resources
- Good relationships with parents, carers, and the wider community
- A leadership team that works to continuously improve and enable everyone to flourish
- The successful candidate will join our Senior Management Team
- A fantastic setting, close to the beach with large green spaces in our grounds.

The successful candidate will be required to:

- Advocate for our pupils
- Manage a well-trained and enthusiastic team of LSA and SSA SEND staff
- Encourage continuous professional development
- Foster excellent working relationships with staff, parents, and carers
- Be an effective member of the Senior Management Team
- Make a difference to pupils' provision in the classroom on a daily basis.

The successful candidate will need to:

- Have the confidence, skills and abilities to manage SEND provision throughout the school
- Be able to inspire, challenge and motivate all pupils to achieve
- Promote and celebrate the talents and skills of all pupils
- Have high expectations of learning, progress and behaviour
- Ability to use initiative to work flexibly
- Have a commitment to working strategically as part of a team to improve standards of teaching and learning especially through adaptation

West Park is committed to safeguarding and promoting the welfare of children, and expects all its staff and volunteers to share this commitment. The post is subject to a full DBS check.

Telephone calls, questions and emails are encouraged and visits to the school are welcomed. Please contact the school office to arrange. We would love to discuss the role with you in more detail. To arrange a visit please contact Claire Watkins Assistant to the Leadership Team 01903 243099.

Please send your application to Caitriona Bull, Headteacher.

Published: 14/5/25

Closing date: 21/5/25

Interview date: 23/5/25

Job Description

- To be part of the Senior Management Team (SMT), positively supporting the work of the school.
- To take responsibility, with the support of the Inclusion Lead, for the day-to-day provision for pupils with SEND.
- To provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all.
- To take an active role in whole school improvement developments in line with school self-review and evaluation.
- To monitor and evaluate teaching and learning provision and progress made in achieving targets of identified pupils with additional needs.

Strategic Direction and Development

- Promote high standards in SEND provision and support, modelling, team teaching and providing information and guidance as appropriate.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice, including the SEND Code of Practice.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
- Meet with other members of SMT and the wider staff, to review the provision for pupils with SEND.
- Support the Inclusion lead and TIC in holding and organising SEND Planning Meetings to discuss SEND pupils.
- Participate in meetings, which relate to the school's management, curriculum, administration or organisation.
- Maintain the positive ethos and core values of the school, both inside and outside the school.

Operation of the School's SEND and Inclusion Policies and Coordination of Provision

- Liaise with the Inclusion Lead to identify and assess pupils' SEND, ensuring that they are assessed at the appropriate stages of the Code of Practice
- Use agreed systems for identifying, assessing and reviewing pupils with SEND, those receiving intervention and other vulnerable pupils.
- Organise and oversee interventions for individuals and groups.
- Analyse attainment and progress data for pupils with SEND setting clear targets for improvement of pupils' achievement and monitor pupil progress towards these targets.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.
- Assess the impact of interventions and coordinate Individual Support Plans for identified pupils.
- Contribute to an accurate SEND register and oversee the records of specific pupils with SEND, including but not limited to, individual provision maps.
- Provide support for staff to ensure that they plan effectively, to meet the needs of pupils with SEND and prepare, implement, monitor and review Provision Maps.
- Work alongside class teachers, timetable, oversee and monitor the quality of Provision Maps and other support plans, maintaining detailed records and distributing all paperwork in a timely manner.

- Provide guidance to colleagues on teaching pupils with SEND and identify, advise and disseminate the most effective teaching approaches for pupils with SEND.
- Support the development of improvements in English and Maths, as well as the wider curriculum.
- Create and maintain positive links necessary within school, a pupil's home, external agencies and other schools.
- Attend consultation evenings and keep parents and carers informed about their child's progress.
- Prepare and coordinate paperwork for submission of EHCP requests.
- Collect and interpret specialist assessment data and use this to inform practice.
- Be aware of the provision in the local offer.
- Complete referrals to and liaise with outside agencies by completing EHCNA assessments with parents.
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies, acting as a point of contact for external agencies, including the local authority.

Support for Pupils with SEND

- Identify SEND
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Ensure records are maintained and kept up to date.
- Review the Education, Health and Care plan (EHCP) or Provision Maps with parents/carers and the pupil.
- Communicate regularly with parents/carers.
- Work in partnership with other colleagues to ensure speedy transfer of information about SEND pupils to external agencies and other schools, including secondary schools, and liaise with the school to 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.

Managing and Working with People

- To lead, manage and work collaboratively with pupils and colleagues.
- Liaise effectively with pupils, parents and carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets and encouraging them to support their pupils' learning, behaviour and progress.
- Secure a high standard of pupil behaviour, acting to pre-empt and deal with inappropriate behaviour in line with the school's care and management policy.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- Organise and direct support staff effectively across the school.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and worship.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of other teachers and support staff.
- Take responsibility for own professional development, setting objectives for improvements, and take action to keep up-to-date with research and developments in pedagogy and in the primary curriculum.

- Participate in the performance management system for the appraisal of own performance.

Leadership and Management

- Work with the Inclusion Lead to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Meet regularly with the Senior Management Team to inform practice across the school
- Contribute to the School Development Plan and whole-school policy.
- Identify training needs for staff and plan how to meet these needs.
- Support the Inclusion Lead and TIC in leading training for staff.
- Provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.
- Promote an ethos and culture that supports the school's SEND and Inclusion policies and promote good outcomes for pupils with SEND.
- Be a model of exemplary practice in all aspects of role.
- Be a visible and approachable presence and a positive role model for staff and pupils, fostering good working relationships at all times.
- Be proactive in the role of SENCO and support the wider work of the school.

General, Accountability and Performance

- Facilitate good transitions for identified pupils
- Maintain manual and computerised pupil records and information systems.
- Prepare information and reports for professional meetings where the needs of pupils and families are discussed and actions agreed, representing the school at these meetings.
- Attend network meetings and contribute to the identification and sharing of good practice to enhance provision.
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, equal opportunities, behaviour, health, safety and security (including fire drills), confidentiality and data protection, reporting all concerns to an appropriate person.
- Negotiate, establish and maintain effective working partnerships with other agencies and individuals demonstrating professionalism and diplomacy in all interpersonal relationships with others, in order to address needs and help remove barriers to learning.
- Take responsibility for own professional development, actively participating in training, other learning activities and performance development as agreed within Performance Management schedule, job description and school need.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Contribute to the overall ethos, work and aims of the school.
- Operate within agreed legal, ethical and professional boundaries when working with pupils and those involved with them.
- Set a good example in terms of dress, punctuality and attendance.
- Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
- Be fully aware of and understand the duties and responsibilities arising from the Pupils Act 2004 and Working Together in relation to child protection and safeguarding pupils and young people as this applies to the role within the school.

- Ensure that the DSL is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- To keep the Headteacher informed.

Additional Duties

- Undertake any duties that the Headteacher may reasonably ask.

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