



Learning Today, Leading Tomorrow

CANDIDATE PACK

**SPECIAL EDUCATIONAL NEEDS
COORDINATOR**

DOWNSELL PRIMARY SCHOOL

134 – 136 Downsell Road, Leyton. E15 2BS
Tel: 020 8556 0103



Dear Candidate,

Thank you for your interest in becoming the SENDCO at Downsell Primary School.

As an initial introduction to our school, we would invite you to visit our school website, which can be found at www.downsellprimary.org. We would also encourage and welcome your visit to Downsell Primary in order for you to experience, first-hand, the vibrancy of our school.

This is a challenging yet fantastic opportunity for an exceptional candidate who is passionate about supporting children with Special educational Needs.

Downsell Primary school is a multi-cultural, primary school in the East of London. It is a two-form entry school with approximately 500 children on roll, including a 2 year provision and a fulltime Nursery.

Throughout the school we have a dedicated team of professionals. They provide an unwavering commitment to the children, supporting them to achieve the highest standards. The staff promote resilience, responsibility, confidence and collaboration as a thread through everything they do with the children.

We look forward to hearing from you.

Deena Chetty
Headteacher

David Backhouse
Chair of Governors



Vision

At Downsell Primary School our vision is to promote our core values; Respect, Responsibility and Resilience in order to develop confident, inquisitive, happy learners who:

- are inspired to have a lifelong love of learning
- have high self-esteem, high aspirations and experience success
- show good behaviour, positive relationships and make a meaningful contribution to our school, local and global community
- celebrate our diverse environment where all are equal

We will achieve this by creating an inclusive, safe and stimulating environment with high quality creative learning experiences.

We value the contribution of the whole school community – children, staff, governors, parents and carers in working towards making this vision a reality.

Aims:

- To ensure every child reaches their full potential both academically and socially.
- To ensure all individuals are given equal opportunities to participate in all aspects of school life.
- To work as a team to achieve the best possible outcomes for the children.
- To offer a broad, personalised, balanced and enriched curriculum which will encourage academic, aesthetic, physical, social, emotional and spiritual development.
- To ensure collaboration and respect between all individuals.
- To have clear communication across the school.



HOW TO APPLY

Your completed application form and any supporting documents should be submitted to:

Email: sbm@downsellprimary.waltham.sch.uk

Closing date: Monday 21st April 2025

Interview: Week commencing 28th April 2025

Start Date: ASAP or September 2025 (Negotiable)



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Job Description

Post Title: Special Educational Needs Coordinator

Responsible to: Head Teacher

Professional Duties

In addition to carrying out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document in accordance with the:

- National Standards for Qualified Teachers
- National Curriculum
- School's aims, objectives, key priorities, core values and schemes of work
- Policies of the Governing Body

Special Educational Needs Coordinator

To lead, develop and support effective practice for pupils with particular learning needs to ensure their learning needs are addressed in the most effective way and, where appropriate, they are able to make rapid progress in line with the school's expectations.

Key Responsibilities:

- Strategic direction and development of SEN and Inclusion across the school
- To monitor, review and revise the SEN and Inclusion Policy annually and ensure it is in line with the SEN Code of Practice and any new legislation
- Liaise with other schools to ensure continuity of support and learning when transferring pupils to and from the school
- To be responsible for monitoring provision for children with SEN, EHC, CLA, EAL*, Gifted and Talented/Academically More Able* and liaise with appropriate staff and agencies (*in conjunction with other responsible staff where applicable)
- Monitor the impact of teaching and learning activities on the progress made by pupils with SEN, EAL and G&T/MA
- Support the development of high achieving classrooms which supports and fosters the achievement of pupils with additional learning needs
- Play a leading role in maintaining and developing the whole school's culture and ethos of inclusion and provide strategies to support pupils with all needs to meet the school's aspirational expectations in the area of behaviour for learning
- To line manage the Learning Mentor
- To liaise with and direct the external agency input into supporting the needs of the children
- Support to maintain/develop/monitor the positive behaviour policy across the school, develop strategies in relation to inclusion
- Contribute to the strategic development of the school



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Outcomes and Activities

Impact on educational progress

- Develop strategies to ensure early identification of pupils with additional needs in accordance with the SEN Code of Practice, including using a range of assessment tools
- Monitor and evaluate assessment data across the school to identify trends in pupil performance and issues with development
- Define intervention strategies to address identified development issues
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Support colleagues to help ensure that agreed pupil progress target levels within the school are achieved or exceeded
- Support teachers in differentiated planning appropriate strategies to achieve pupils' progress, target levels and objectives
- Monitor the objectives and targets for pupils with SEN, EAL, G&T/MA or specific behavioural needs and promote the importance of raising their achievement
- Ensure that all pupils achieve at chronological age level, or if well below, level, make significant and continuing progress towards achieving relevant levels i.e 'P' Scales/Sub-levels
- Oversee and monitor the quality of IEPs, PEPs or pastoral support plans and maintain detailed information for subsequent meetings with parents and/or evidence for external agency involvement
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Maintain regular and productive communication with parents
- Work closely with external agencies such as Educational Psychologists, Speech and Language Therapists, Counsellor etc to ensure services are used to maximise support for pupils and their families
- Ensure statutory responsibilities for SEN Statements and their Annual Reviews are met
- Update the Inclusion Register at least termly, working with staff and relevant SLT to ensure all pupils are identified and progress is being made
- Identify and adopt effective teaching approaches for pupils with special and additional needs
- Monitor teaching and learning activities, to meet the needs of all pupils
- Establish and disseminate strategies that support all staff in their work with pupils
- Encourage pupils' motivation and enthusiasm in the school, and develop positive responses to challenges and high expectations
- Work alongside colleagues to support with various processes such as CAF, safeguarding procedures
- Support the school in carrying out the school's Safeguarding procedures



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Leading, developing and enhancing the Teaching and Learning of others

- Provide exemplary class teaching and be a powerful role model, demonstrating clear vision when planning, promoting and evaluating pupils' achievement
- Teach engaging and effective lessons that motivate, inspire and transform pupil attainment
- Identify and lead support groups according to pupils needs across the school where a need has been identified
- Through knowledgeable leadership, inspire, motivate and influence staff in Inclusion
- Influence whole school teaching and learning policy, Inclusion and SEN Policy, Disability Scheme and Equality Policy to ensure aspects of inclusive teaching are embedded, ensuring this is dynamic in developing inclusion with consistency throughout the school. Policy reviews will be undertaken through consultation with colleagues and adoption by the Governing Body
- Support developments and initiatives to improve standards in English and Mathematics as well as access to the wider curriculum
- Monitor and evaluate the planning of other teachers and provide constructive developmental feedback on a regular basis
- Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
- Create a climate for learning within teams and support the notion that all teachers are also learners
- Identify and promote innovative and effective teaching strategies in the school to meet the needs of all pupils, including developing cross curricular links and supporting a range of learning styles
- Observe colleagues teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Set clear expectations and targets for staff and pupils in relation to standards, quality of teaching and learning and assessment
- Ensure that feedback from lesson observations, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
- Use regular, measureable and significant assessments to monitor progress and set challenging targets
- Develop staff support at all levels to ensure they have high quality training to fulfil their roles effectively
- Coordinate and monitor the deployment of support staff and other adults to ensure their effective contribution to pupils' learning, in discussion with the Headteacher



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Accountability for leading, managing and developing inclusion of pupils' development across the curriculum

- Ensure personal expertise and subject knowledge is strong by keeping up to date with local and national initiatives, research and development
- Coordinate strategies to achieve relevant school improvement priorities that have been identified in the school
- Sustain continuous professional development and support teaching and learning in the subject in a variety of ways which may include:
 - Leading INSET, or workshops, according to school priorities
 - Working alongside teachers and support staff in the classroom
 - Modelling lessons
- Evaluate and report on the effectiveness of practice in the school annually, suggesting areas and issues for further development, as shown in Action Plans and the School Development Plan
- Lead professional development in the school through example, and lead, support and coordinate the provision of high quality professional development for all staff
- Build effective partnerships with parents, governors and other community groups which help to raise standards of achievement
- Keep up to date the school's provision map and work alongside the Headteacher and Business Manager to review the budget for SEN/EAL/G&T regularly
- Use financial and resource management innovatively and effectively in accordance with financial regulations of the Local Authority
- Keep self and colleagues appraised of current legislation and other legal requirements appertaining to Inclusion Manager roles and responsibilities
- Keep up-to-date with local and national developments through attendance at CPD training, SENCo/ Inclusion networking meetings both local and national, and through consultation with relevant inspectors/consultants
- Keep the Leadership Team appraised of all relevant developments and issues and advise as necessary

Administration

- To have access and use SIMs when required, and any other programs which enable the role to be carried out

Other

- Undertake other various responsibilities as directed by the Headteacher
- Undertake the main professional duties of a SENDCo as set out in the school's pay and conditions of service document



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Person Specification : Special Educational Needs Coordinator

1	Educational Qualifications and Training	Int	Appl
1.1	A recognised teaching qualification to teach in the UK Qualified Teacher Status (QTS) (BEd, PGCE, or equivalent), with at least 4 years' experience of full-time teaching across the Primary Age Range	E	E
1.2	Qualified for Primary Sector	E	E
1.3	Higher Education qualification other than initial teacher training – National SEN Co-ordination qualification <u>or</u> willingness to undertake	E	E
1.4	Recent, relevant and continuous personal and professional development	E	E

		Int	Appl
2	Experience		
2.1	Successfully teaching at Primary Level across at least two Key Stages	E	E
2.2	Recent experience working as SENDCo/Inclusion Leader/SEN Teacher	E	E
2.3	Understanding of the challenges presented in an inclusive and multicultural school	E	E
2.4	Understanding, teaching and successfully meeting the needs of a wide range of pupils with Special Educational Needs	E	E
2.5	Shaping the strategic direction of aspects of the school	E	E
2.6	Lead and manage colleagues and staff	E	E
2.7	Manage a budget and identify resources to support and accelerate learning	E	E
2.8	Working with parents and families to secure good outcomes for pupils	E	E
2.9	Worked with and alongside a wide range of external agencies advice to support children with SEN	E	E
2.10	Effective Team Leadership	E	E
2.11	Leading quality and informative staff development and CPD	E	E
2.12	Use of tracking and data analysis, monitor progress, and identify additional resources to support progress	E	E



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		Int	Appl
3	Knowledge		
3.1	Knowledge of leading and managing SEN /Inclusion	E	E
3.2	An excellent knowledge and understanding of the National Curriculum and the SEN Code of Practice	E	E
3.3	Has devised and used Individual Educational Plans (IEPs) to support and progress learning and able to demonstrate understanding of 'P' Levels	E	E
3.4	To keep apprised with current educational issues both local and national developments relating to Inclusion and be able to disseminate information as appropriate	E	E
3.5	Evidence of the ability to plan, teach and assess in order to promote good or better pupil progress, appropriate to different pupils' needs	E	E
3.6	Strategies for improving the quality of teaching and learning, specifically in relation to SEN/Inclusion	E	E
3.7	Knowledge of a range of strategies that assist with the early identification of SEN, including the use of a range of assessment tools	E	E
3.8	Knowledge and understanding of children's social, emotional, intellectual and physical development	E	E
3.9	Ability to establish a positive learning environment, where pupils thrive and behave well	E	E
3.10	Evidence of the ability to work alongside colleagues to motivate and move them on in their practice	E	E
3.11	Good knowledge of safeguarding, and an understanding of the impact this has on a school	E	E

		Int	Appl
4	Personal Qualities – Skills and Attributes		
4.1	A highly motivated, energetic and enthusiastic team member and leader who is approachable and promotes positive relationships	E	E
4.2	A proven track record as an excellent, creative teacher who motivates children	E	E
4.3	Genuine passion and a belief in the potential of every pupil	E	E
4.4	Vision aligned with the high aspirations of Downsell. Evidence of a desire to set high professional standards and expectations – both for self and others	E	E
4.5	High expectations for accountability and consistency	E	E



4.6	Demonstrate a range of effective communication skills to a wide range of audiences	E	E
4.7	Motivation to continually improve standards and achieve excellence	E	E
4.8	Effective administrative and organisational skills	E	E
4.9	Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care	E	E
4.10	An effective working knowledge of ICT for teaching, management and administrative purposes	E	E
4.11	High level of self-awareness and self-management in stressful situations	E	E
4.12	The ability to reflect on, and improve own practice for personal fulfilment, shaping the role and making a difference	E	E
4.13	Commitment to regular and on-going professional development and training to establish outstanding practice	E	E
5	Other job specific requirements		
5.1	Commitment to and evidence of promoting Equal Opportunities strategies within the school, curriculum and employment practice	E	E
6	Disqualifying factors		
6.1	An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council's Equal Opportunities Policy	E	E