



### Special Educational Needs and Disability Coordinator (SENDCo)

<b>Position:</b>	SENDCo
<b>Appointed by:</b>	School Leadership Team
<b>Reports to:</b>	School Lead/Education Manager
<b>Hours:</b>	20 hours per week during term-time, including attendance at staff meetings (Tuesdays and Thursdays 3:30-5pm), plus INSET/school work days. Hours ideally spread across 3 days/week 9-3 with 30 minute break, plus meetings as outlined above, however there is some flexibility here.
<b>Salary Range:</b>	FTE £25,175.66 pa (based on 37.5 hours/week term-time) Pro rata'd for part time, term time role: £13,427.02pa
<b>Type of Contract:</b>	Permanent, part-time
<b>Deadline for Applications:</b>	Open until filled
<b>Start Date:</b>	September 2022 / January 2023

#### Main features of the position:

Cambridge Steiner School is looking for someone who is highly capable and committed with a deep interest in special educational needs. The SENDCo needs to have experience in the field of special needs and have excellent interpersonal skills for working with parents, colleagues and children. The SENDCo is responsible for ensuring high quality SEND provision within the school and helping to maintain a culture of inclusion. They will be tasked with researching best practice in Steiner and mainstream settings as well as academic research for supporting children with all SEND needs: behavioural and learning. They will be responsible for developing and reviewing a whole school strategy for SEND. As well as managing the SEND provision, the SENDCo will have or need to develop knowledge and skills for working with children with SEND needs. The SENDCo will require this knowledge to guide and support learning support staff as well as to work directly with children.

#### About our school

Cambridge Steiner School is a small non-selective, co-educational independent school and is part of the Steiner Waldorf Schools Fellowship. We provide a dynamic and progressive education for children aged 2 to 16 years. Situated on a single site, located on the outskirts of Cambridge in the delightful village of Fulbourn, we welcome children from all over Cambridgeshire and beyond.

At the Cambridge Steiner School, we strive to give children the gift of an education that will nourish the whole life of the child. To this end, the academic, social, moral, and spiritual growth of every child is held as a central objective of our education. Children's capacities and personal abilities are helped to unfold by providing them with a rich and carefully planned curriculum that enhances their own natural developmental growth.

Our school community encompasses families from diverse cultural, racial and socio-economic backgrounds. We offer a warm welcome to all, regardless of culture, creed, race, gender, sexuality or disability and promote an ethos of mutual respect and tolerance for all.

### **SENDCo Job Description**

#### **Main Purpose**

The SENDCo, under the direction of the School/Department Leads, will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional support and guidance to colleagues, working closely with staff, parents and other agencies
- Ensure that the SEN register is maintained

#### **Duties and responsibilities**

##### **1. Strategic development of SEND policy and provision**

- a. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- b. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- c. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school development plan
- d. Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- e. Support the development of HQT in the school

##### **2. Operation of the SEND policy and co-ordination of provision**

- a. Maintain an accurate SEND register and provision map
- b. Provide guidance and training to colleagues on teaching practice and teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- c. Manage the school's SEND budget and other resources to meet pupils' needs effectively
- d. Work with external agencies, such as other schools, educational psychologists, health and social care professionals
- e. Be a key point of contact for external agencies, especially the local authority
- f. Organise and analyse assessment data for pupils with SEN or a disability

- g. When appropriate and with support from the Lower School Coordinator and teachers, implement, lead or coordinate intervention groups or 1:1 support for pupils with SEND, and evaluate their effectiveness

### **3. Support for pupils with SEND**

- a. Help teachers develop their teaching practice to meet the full range of diversity in their classroom.
- b. Ensure that teachers are following the school's SEND policy and that they are completing the required methods of observation, evaluation and reporting
- c. Identify, assess and work one to one and in small groups with pupils who have specific learning needs, and/or support learning support assistants in this work
- d. To oversee all SEND paperwork and ensure individual plans are reviewed and up to date.
- e. Further develop and maintain systems and processes for early identification of needs and a continuous cycle of APDR
- f. Monitor the progress of pupils with SEND and discuss and report concerns to teachers and Early Years/Lower School Coordinator
- g. Manage and support learning support staff.
- h. Make applications for EHCP's when appropriate and/or undertake EHCP reviews in line with local authority requirements
- i. Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- j. Enable teachers to promote the pupil's inclusion in the school community and access to the curriculum and school facilities
- k. Assist with the admissions process by:
  - Assessing all new applications to the school.
  - Working in partnership with the admissions officer and teacher to gain all relevant information to assess whether we can meet the child's needs
  - Coordinating the admissions process for any child with an Education Healthcare Plan (EHCP).
  - Being the main point of contact for parents and staff, and researching and advising on adjustments that could be made/are required.

### **4. Leadership and management**

- a. Sit on the School Leadership Team and Trustees, ensuring the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- b. Prepare and review SEND information required by the School Leadership Team and/or Trustees
- c. Contribute to the school development plan and whole-school policy
- d. Identify training needs for staff and how to meet these needs
- e. Lead INSET for staff where appropriate
- f. Develop and maintain the SEND policy and ensure it is kept up to date with changes in legislation and best practice
- g. Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability

- h. Support the school in developing its behavior policy ensuring that it is in line with best practice and acknowledges the social, emotional and mental health needs of pupils
- i. Act as line manager and first point of call for the SEND team assistants

## 5. Deputy Designated Safeguarding Lead

As Deputy Designated Safeguarding Lead you will uphold the school's commitment to the wellbeing and safety of its students in line with the school's ethos and mission. You will:

- take responsibility for safeguarding and child protection across the school, in line with the role set out in [Annex B of Keeping Children Safe in Education 2020](#)
- take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Attend regular safeguarding team meetings.
- Serve as designated teacher for looked after children and previously looked after children.

## 6. General duties

- a. To attend out of school hours meetings, such as parent meetings, when necessary.
- b. To attend department as necessary (SEND updates/focus; child study).
- c. To attend faculty meetings.
- d. To participate in work, study and training days during school holidays and as required.
- e. To be familiar with all school policies and rules and ensure that the school Safeguarding and Health and safety policy guidelines are followed.
- f. To participate in the appraisal of own work performance and contribute to peer appraisals and observations.

## Person Specification

This section details the knowledge, skills and experience required for the role.

Essential	Desirable
<b>Knowledge</b>	
Understanding of the principles and practice of Steiner Waldorf education	Knowledge of safeguarding
Knowledge of a range of SEN and its impact on the learning of children and young people	Understanding of the principles behind school improvement planning, monitoring, review and evaluation of progress
Understanding of the most effective teaching methods and strategies to meet the identified needs of pupils with SEN	

Understanding of statutory processes, including the review process for Statements of SEN and Education, Health and Care (EHC) plans	
Understanding of SEN legislation and the SEND Code of Practice, 2015	
<b>Qualifications and Skills</b>	
SENDCo qualification	Align for Learning training
Excellent planning and organisational skills necessary to manage the SEND provision	Qualified Teacher Status and/or Steiner Walford Teaching Qualification
Excellent interpersonal skills for working effectively to support colleagues, parents and children	Safeguarding training and/or qualification
Excellent research skills to be able to extract the best from Steiner and conventional practices and from academic research.	SEND qualifications
Graduate-level education/ qualification	
<b>Experience</b>	
Experience in working directly with children with special educational needs including implementing ongoing development and improvements to provision(s)	Experience of leading groups and designing and delivering training sessions
Experience in child-centred planning and interventions	Experience of safeguarding
Experience of setting outcomes and monitoring, evaluating and recording progress.	Experience of working with children with special educational needs in a range of settings
Experience of monitoring teaching and learning activities to meet the needs of pupils with SEN	Experience of managing and coordinating the work of Learning Support Assistants
<b>Attributes</b>	
Compassionate	
Ability to lead, use initiative and be self-motivating	

Ability to work flexibly, with a positive attitude	
A professional and friendly manner	
Ability to exercise a high degree of confidentiality and diplomacy	
Ability to manage time effectively and prioritise a busy workload	
Willingness to develop self and skills	
Willingness to work collaboratively and as part of a team	

### Other information

Cambridge Steiner School is an equal opportunities and safe recruitment employer. We do not discriminate on the grounds of race, age, disability, sex, marital status, sexuality, ethnicity, religion or any other grounds upon which discrimination can occur as defined in law.

All employees will be vetted for suitability to work with children and young people, and all appointments will be subject to the following:

- Satisfactory DBS check and overseas criminal record check if required
- Satisfactory references
- Proof of eligibility to work in the UK.

Application forms can be obtained on the school website or from the school office at [reception@cambridge-steiner-school.co.uk](mailto:reception@cambridge-steiner-school.co.uk) or by telephoning 01223 882727. Completed applications should be returned to Damian Mooncie, School Lead [admin@cambridge-steiner-school.co.uk](mailto:admin@cambridge-steiner-school.co.uk)

Our SEND department is developing; if you are interested in joining our team of learning support assistants, or finding out more about what opportunities there are, please get in touch by contacting Damian Mooncie, School Lead [admin@cambridge-steiner-school.co.uk](mailto:admin@cambridge-steiner-school.co.uk)