

Special Educational Needs Co-ordinator – job description and person specification

Job description

Main purpose of the post

The post holder's principal responsibilities will be to:

- Take a strategic overview of the curriculum design and implementation, as well as participating in support designed to ensure pupils with special educational needs (SEN) achieve success
- Ensure that the needs of all pupils with SEN are met and that they are supported to make good progress
- Offer practical support and advice to class-teachers, learning support assistants and mentors, enabling them to offer high quality provision to SEN pupils/Social Emotional Behavioural Difficulties(SEBD) pupils
- Coordinate the provision's responsibilities during the statutory assessment process, with a view to ensuring that pupils with a high level of need obtain an educational statement
- Support and advise the parents of pupils on the SEN Register, and particularly those parents whose children have an educational statement

Principal professional responsibilities

- Maintaining the SEN Register and keeping precise data on pupils with SEN
- Ensuring that information required for statutory assessments is completed to a high standard and forwarded to the Local Authority (LB Ealing)
- Liaising with Local Authority staff, external agencies and other organisations with a view to obtaining quality advice and support that will enable staff at the provision to offer quality provision to pupils with SEN
- Coordinating the organisation of Individual Education Plans and meeting with teachers and support staff each term to establish targets and review progress
- Organising and implementing Annual Reviews for all pupils with educational statements
- Working alongside the Head-teacher to maintain and monitor high quality intervention programmes to assist lower performing pupils to meet the national performance standard for their age
- Supporting the professional development of staff by delivering continuing professional development sessions on aspects of SEN
- Teaching individuals and small groups of pupils with SEN who require very specific, targeted additional provision and ensuring they achieve success
- Purchasing resources

In carrying out all the above mentioned responsibilities, the post holder will be expected to work towards understanding, implementing and developing the Europeace Youth (EPY) service delivery framework and methodology, through training, development and supervision. Other designated responsibilities may well arise out of this process.

Person specification

Qualifications

- Qualified teacher status
- Additional professional development in the needs of students displaying SEN/SEBD would be an advantage

Experience, knowledge and understanding

- Experience of teaching across Key Stage 2, 3 and 4 is desirable
- Evidence of having achieved successful pupil outcomes
- Knowledge and understanding of how children learn
- A sound grasp of the concept of inclusive practice
- Good knowledge of the SEN Code of Practice

- Experience of working closely with parents in successful home-school partnerships that supports pupils' needs
- Knowledge of issues relating to equal opportunities, multi-cultural education and personal and social education
- Some knowledge and experience of using basic diagnostic tests
- Knowledge of current educational issues

Skills and abilities

- Skilled at making and sustaining positive relationships with children, staff and parents
- Able to stimulate children's interest in learning
- Able to work closely with pupils who are finding learning difficult, or those who have experienced a feeling of failure
- Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of pupils with SEN/SEBD
- Skilled at developing children's self-esteem and motivation so that they become resilient, inter-dependent and independent learners
- Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records
- Able to work closely with members of the EPY team and the wider organisational community, in the development of the provision for SEN/SEBD pupils and the curriculum as a whole
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Excellent written and oral communication skills.

Personal qualities

- Committed to further professional learning
- Self-motivated and resilient
- Able to listen, learn, reflect, and apply all aspects of the EPY systemic delivery framework and methodology

Please address this person specification in your application.