



# ALLEYN COURT PREPARATORY SCHOOL

## Job Description

### Special Educational Needs/ Disabilities Coordinator (SENDCo)

*Childhood at its best is an exciting and wondrous adventure where learning is present at every opportunity.*

*We aim to make it so.*

Alley Court Preparatory School is a non-selective, day school educating children from 2½ - 11yrs old. We have an average of 17 children per class and operate two form entry throughout. The school enjoys a rural, at a 12-acre setting in the east of the borough, and north of Thorpe Bay.

There are approximately 260 pupils and 70 staff. The Pre-prep follows a Montessori format. From Yr1-6 children are increasingly taught by specialist teachers, making the most of the school's resources and staff expertise. This prepares children very effectively for transition to their secondary school of choice.

#### *Alley Court Preparatory School aims to:*

- provide a first-class education through an environment that promotes curiosity, creativity, wonder and a love of learning;
- use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results;
- ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education;
- instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.

## The Burrow

The Burrow (our additional support unit) is a thriving part of our school with an experienced team of staff. Children will be placed on the register (and within the remit of the SENDCo) for reasons that impact on academic progress and wellbeing (social and mental health) concerns. These will range from those who have EHCPs to those referred to the ASU by teaching staff for extra support in a specific area of their academic/social/emotional life. Children may be withdrawn from lessons to attend support in the department, but increasingly the focus is to provide in-class support where appropriate. We are presently growing our screening programme through a qualified SPLD practitioner.



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## The Post

### Overview:

The SENDCo will be passionate about the role within the school. They will

- manage the day-to-day deployment of LSAs supporting specific children and strategically review progress and advise SLT and Trustees on the unit's development.
- be responsible for the children on the register, from Years 1-6, including liaising with parents, class and specialist teachers, other schools and agencies as appropriate.
- work with SLT and class teachers to create and maintain a timetable to enable LSAs to support children that require extra support within and beyond the classroom.
- play a vital role as Alley Court continues to develop our teaching and learning provision as we reflect on the best methods to prepare every child to thrive in the 21st Century.
- Work to enable all our children to take advantage of the school's outdoor spaces and extremely broad curricular and co-curricular provision.

Alley Court expects all staff to be fully involved in our Prep School ethos – involvement in a variety of fixtures and whole school events mean that our passionate teaching team are all involved with our pupils inside and outside the classroom.

The salary offered is in accordance with the Alley Court Teaching scale. The post is eligible for the APTIS pension scheme.

### SENDCo Areas of responsibility and key tasks:

- Liaise with and answer to the SLT (Head of Pre-Prep, Head of Prep, Headteacher and Bursar).
- Ensure that the school carries out its statutory responsibilities regarding all students with an Education and Health Care Plan (EHCP).
- Lead and Implement on departmental developments of SEND provision.
- Put provision in place to ensure progress of pupils within the ASU is recorded through clear target setting and easily identifiable measures, maintaining the SEND register appropriately.
- Ensure every child on the register has an appropriate ISP and that this is maintained and shared with relevant staff.
- Use pupil -tracking data to identify pupils/groups of pupils requiring specific support to provide interventions/booster classes/enrichment to accelerate pupil's progression as necessary.



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- Prepare regular reports on progress of children on the ASU register for Trustee meetings. Meet with the SEND Trustee to ensure they have sufficient understanding to lead the school well.
- Support LSAs and teachers in understanding the needs of SEND pupils through up-to-date information, workshops and training, as appropriate.
- Work closely with LSAs to develop strategies for use in class, meeting regularly to assess impact.
- Analyse and interpret relevant school, local and national data.
- Engage professionally and proactively with outside agencies. Keep lines of communications between the LA and such associated agencies open and effective in supporting the needs of our children.
- Present, inform and offer professional advice to parents in various forums - meetings, workshops, presentations.
- Engage with (and take management of where appropriate), Professional Development and Performance Management, to raise professional skills, knowledge and understanding and ensure best practice.

## Teaching and Learning

- Assist class teachers and SLT in dissemination of the most effective teaching approaches for individual pupils with SEND plus key identified pupils
- Be able to teach class-based lessons for purposes of cover/one-day class teaching.
- Work with LSA team and teaching staff to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil progress
  - creative planning and implementation
  - target setting
  - keeping accurate records
  - undertake day-to-day co-ordination of SEND pupils' provision through close liaison with staff, parents and external agencies.
  - collect and interpret specialist assessment data to inform practice.
  - work with the Headteacher, the Deputy Head Academic & Pastoral, Subject leaders, teachers and tutors to ensure all pupils' learning is of equal importance and that there are high and realistic expectations of pupils.
  - liaise where necessary with the EYFS SENDCo and support the transition from Pre-Pre- to Main School.



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- develop extra-curricular clubs and enrichment opportunities for all pupils in order to stretch and extend skills.

## Leading and Managing

- Motivate and invigorate the LSA team with new ideas, creative and innovative strategies focussed on pupil progress in social/emotional/academic aspects of development.
- Provide professional guidance/training to teaching staff to secure excellent teaching for SEND and individual pupils on the ASU register.
- Lead, with support from Deputy Heads (Academic and Pastoral), the performance management process for Teaching Assistants.
- Advise on and contribute to the professional development of whole staff, including whole school INSET provision.
- Provide regular information to the Headteacher, Deputy Heads (Academic and Pastoral) and the Trustees, on the evaluation of SEND provision.
- Co-ordinate all Annual Reviews and termly reviews of Individual Support plans (ISPs) where appropriate and attend/chair when necessary.
- Exercise a key role in assisting the Headteacher and Trustees with the strategic development of SEND policy/provision.
- Cost and submit an annual budget bid and then monitor purchases to remain within that budget.

## Staffing, Resources and Integration

- Advise the Headteacher and Trustees of priorities for deployment of staff and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.
- Liaise closely with SENDCOs and external agencies within the LA and in other schools to maximise resources and support.

## TEACHING AND LEARNING

### Introduction

Members of staff should at all times support, and work within the framework provided by the School's Mission Statement, Staff Handbook and Staff Code of Conduct.

The post holder is responsible to the Headteacher of Alley Court School at all times.

The post holder should at all times maintain confidentiality of all information received as a

result of working within the school.

## Job Purpose

To carry out the professional duties of a teacher as dictated by the Headmaster and in accordance with the school's policies.

To be an effective professional who demonstrates superb curriculum knowledge, can teach and assess effectively, take responsibility for their own professional development and create students who achieve well academically, in terms of both progress and attainment, and socially, in terms of becoming; respectful, responsible, resilient, resourceful and reflective young people.

The National Teachers Standards set out the minimum expectations the school has of all teaching staff. This job description is to be performed in accordance with the provisions of the Teachers Standards and the expectations of the Staff Handbook.

Teachers will plan schemes of work and individual lessons (in those subjects they will teach) aimed to engage children's interests, inspire curiosity and questioning and ultimately to achieve outstanding progression of learning.

## Key Responsibilities

- To the children for whom you are responsible at any one time; for outstanding learning, progression and exemplary behaviour.
- To pupils and colleagues for your own professional behaviour.
- To colleagues for their professional development.
- To parents and pupils, to ensure effective and constructive home/school liaison.
- To the Headteacher and Trustees of the school.

## Key Tasks

- To ensure the effective education of the pupils in your care, in line with the school's Aims and Objectives, Policies and Schemes of Work.
- To plan, provide and review class-based activities that lead to the effective education of the children in your charge.
- To create lessons designed to stimulate, engage and challenge children to learn at a rate appropriate to their individual ability.
- To ensure planning will be stored on the appropriate areas of the school's intranet systems.
- To ensure learning objectives and success criteria will be frequently shared with children within each lesson. Children will be absolutely clear about what is expected from them.



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- To maximise the potential of each child in all areas of his/her development and to differentiate work according to ability.
- To ensure the good behaviour and safety of all children in your care, and to develop within them positive attitudes towards themselves, adults, peers, property and work.
- To participate in agreed school assessment procedures and maintain effective records in relation to the progress of the class and individual children, using the school's MIS.
- To continually re-enforce the notion of their high expectations and set challenges to stretch children in a supportive, but rigorous manner.
- To develop and maintain a harmonious and constructive home/school partnership.
- To share in the development of positive school/community relationships.
- To consult and inform parents regarding the curriculum, progress, attainment and attitudes of their children.
- To attend, prepare for and take an active role in Staff Meetings, Open Mornings, Parents' Evenings, Inset Days, Parent Information Presentations and other occasions as requested.
- To participate in arrangements for further training and the development of your own professional skills and knowledge.
- To participate in reviewing and writing relevant Policies.
- To create a stimulating, lively, orderly and tidy environment for all children in your care, instilling in them good habits and respect for their environment.
- To lead or participate in extra-curricular activities as is reasonable and is directed by the Headteacher.
- To be part of the advertised duty rota.

## Pastoral Duties

- Take every opportunity to ensure the pastoral wellbeing of children in the school.
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Ensure that all social and emotional concerns/incidents are recorded appropriately on SchoolBase.
- Establish effective working relationships with children, parents and staff and set a good example through their presentation, personal and professional conduct;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.



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- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings etc.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents and Trustees.
- Take an active part in the wider life of the school in line with expectations of the Independent School sector.

## Class Teacher Expectations

The **Class Teacher** is expected to

- Be the lead practitioner ensuring the highest quality of academic, social and emotional provision is available for all the pupils in their **Class**, when they are within the care of the school.
- Liaise with the Pastoral Deputy Head to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Plan and lead assemblies and other class/year group celebratory occasions.
- Contribute to the preparation of Action Plans, ISPs, progress files and other reports.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Take the lead where appropriate in identifying the need for off-site visits and residential to enhance the curriculum.
- To take part leading/supporting off-site and outdoor activities with your year group/s.
- In addition to the role of Class Teacher you may be expected to teach other subjects as directed by the Headmaster according to need. You may expect a maximum 20% planning and preparation time.

## 3. Key Tasks Relating to SENDCo role

### Communication

- Report to the SLT and the headteacher on the progress of children within the ASU remit. To prepare reports for Trustees meetings as appropriate to the role.
- Induct newly appointed colleagues of School Policy and give support as required.
- Communicate with the wider community, e.g. parents, governors etc. as appropriate.





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- Liaise with other agencies and support service as necessary.

## Assessment and Monitoring

- Assess and evaluate the delivery of the curriculum to children on the ASU register.
- Assist in the process of monitoring and moderating levels of achievement within the school.
- Observe, on occasions, teaching in other classes and moderate children's work.
- Oversee the development and use of agreed systems of record keeping.
- Familiarise yourself, advise on and support the implementation and use of agreed assessment procedure at all levels.

## Resources

- Evaluate existing resources.
- Manage the purchase and deployment of resources – keeping shelves, cupboards, rooms and areas ordered and tidy.

## Professional Development

- Attend appropriate courses and report back.
- Keep up to date with pedagogy through personal reading.

## Other duties

Members of staff may be required from time to time to undertake other duties as is reasonably directed by the Head.





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## PERSON SPECIFICATION

SENDCo

	Essential	Desirable
<b>Qualifications</b>	<p>Evidence of qualified teacher status (QTS)e.g. B.Ed. PGCE / commitment to start this process.</p> <p>Demonstrable relevant experience</p> <p>Evidence of relevant INSET and commitment to further professional development</p>	<p>NASENCO Accreditation / commitment to start this process within three years of being in post.</p>
<b>Experience</b>	<p>Experience of teaching at Key Stage 1/ 2</p> <p>Experience of budget management</p> <p>Experience of setting targets and monitoring, evaluating and recording progress</p> <p>Whole class and 1:1 teaching experience</p>	<p>Experience of leading a team of teachers on a curriculum initiative</p> <p>Experience of training other teachers and support staff</p> <p>Experience of Independent Education</p> <p>Experience of high functioning ASD</p> <p>The 11+ system of secondary entrance.</p>
<b>Knowledge and Understanding</b>	<p>Equal Opportunities, Health and Safety, SEN Code of Conduct and Child Protection knowledge</p> <p>Experience of effective planning,</p>	<p>Theory and practice of providing effectively for meeting SEN in a mixed-ability class situation</p> <p>Good understanding of factors</p>



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	monitoring assessment and record keeping to promote high quality teaching and learning  Familiarity with the concepts of more able and gifted and talented	promoting effective transfer of learners from one phase of education to the next.  Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills  A knowledge of 21st Education ideals
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Alleyn Court Preparatory School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with the Staff Handbook and other policy documents available through the school intranet.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

R. Snow – Feb 2024