



Full Member of The Steiner Waldorf Schools Fellowship®
Charity No. 289801 Company No. 1797323

London Steiner School
Job Description SEND Co-ordinator (SENCO)
Application deadline 31st August 2022
Start date 1st week in October 2022

Terms

- 16 hours a week during term time including Inset days and staff workdays.
- Salary £20 - 24k pro-rata according to experience

Essential

- To have either QTS or a Waldorf Teaching Diploma
- To have an active interest in Steiner/Waldorf education and be willing to engage in CPD accordingly.
- To have experience of working with SEND children.

Job Purpose

- To work closely with the College of Teachers in the strategic development of the school's Special Educational Needs and Disabilities (SEND) policy, taking account of relevant current legislation and Local Authority policies and procedures and the school's relevant policies and procedures.
- To be responsible for the day-to-day operation of the school's SEND policy and coordination of special needs activity; the aim of which is to increase staff awareness of SEND issues and to raise SEND pupil achievement in academic, and social and emotional health.
- To direct, teach and/or oversee the Learning Support lessons that assist pupil learning in core subjects. To liaise with staff and parents to offer advice and guidance.
- Accountable to: The College of Teachers

1. Policy/Strategic direction and development

- a. Exercise a key role in assisting the teachers within the Kindergarten and the lower and middle school, with the strategic development of SEND policy / provision.
- b. Be responsible for ensuring changes in legislation on SEND and current research are reflected in the school's SEND policy / provision and guidance to teaching staff.
- c. Provide regular information to the College on the evaluation of the school's SEND policy / provision and make recommendations for future developments.

2. Teaching and learning

- a. Working closely with the teaching staff, conduct and co-ordinate initial screening assessments on pupils raised as a concern by staff in line with policy; also work with the teachers to identify needs of pupils new to the school; and participate in the early identification of possible SEND in the early years. Oversee screening and assessment procedures for outside agencies, including Educational Psychologists. Collect and interpret specialist assessment data for SEND pupils to inform practice liaising with and informing both parents and teaching staff.
- b. Have regard to the curriculum of the school through:
 - Taking an interest in Steiner Waldorf understanding of child development and strategies for learning.
 - Planning and preparing learning support lessons, with regard to the Steiner/ Waldorf curriculum
 - Addressing recommendations in Educational Psychologist Reports where appropriate, or following up on teacher observations
 - Teaching strategies to SEND pupils according to their educational needs
 - Assessing and recording the development, progress and attainment of SEND/EAL pupils

- c. Work with the teachers and staff to develop effective ways of bridging barriers to learning through:
- Keeping staff updated on needs of SEND pupils.
 - Assessment of needs
 - Advising on learning support strategies immediately a concern is raised
 - Monitoring of teaching quality and pupil achievement for SEND pupils
 - Target setting e.g., Individual Learning Plans or their equivalent
 - Developing a recording system for progress.
 - Liaising with specialist Steiner/Waldorf teachers such as art therapist, eurythmy therapist, School medical advisor.
- d. Work with the teachers and staff to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils.
- e. Consider the range of teaching strategies / equipment that could be utilised for SEND pupils and ensure the most effective are employed. Monitor and advise teachers on differentiated resources as appropriate especially on initial identification.
- f. Support the identification and dissemination of the most effective teaching approaches for SEND pupils to encourage sharing of good practice. E.g., Provide appropriate pastoral support and guidance for each pupil assigned to teach on SEN register.
- g. Undertake day to day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- h. In liaison with the teachers undertake regular review of diagnostic tools and procedures used for key assessments, to ensure that these do not directly disadvantage pupils with identified needs.
- i. In liaison with the teachers, monitor and evaluate the success of the school's systems for identifying and meeting SEND pupils' needs.
- j. Where appropriate, integrate the child's voice into learning action plans.

3. Leadership and management of others

- a. Promote a positive profile of the SEND department to staff, pupils, parents and the wider community.
- b. Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- c. Manage any support staff, to ensure that their work supports classroom teaching and the learning of SEND pupils.
- d. Contribute to the performance management process for SEND Teaching Assistants.
- e. In liaison with the teachers maintain and evaluate the effective deployment of teaching assistants.

4. Communications

- a. Ensure communication of individual pupil assessment, effective teaching strategies and pupil progress to all appropriate staff and parents as required.
- b. Attend weekly pedagogical meetings to partake in a two-way dialogue with school staff to ensure SEND pupils, and possible SEND pupils, are best supported
- c. Establish and maintain a productive dialogue with parents via parent consultations, parent teacher meetings, open days and other public occasions as directed.
- d. Ensure the best interests of SEND pupils are protected at key transition points. E.g. from Kindergarten to class one.
- e. In consultation with teachers and parents, liaise with educational psychologists, other 'specialists', and outside agencies effectively.

5. Training & development of self and others

- a. Advise on and contribute to the professional development of staff, including whole school INSET provision
- b. Regularly review own practice and take responsibility for own development.

6. General administration

- a. Maintain the school's register of SEND pupils (including G&T) and collate and update related records regularly, ensuring they are available for reference with due consideration for confidentiality.
- b. Maintain the School's G&T register and update related records ensuring they are available for reference with due consideration for confidentiality. Advise on provision for gifted and talented pupils as defined in the Gifted and Talented statement.

- c. Maintain effective up to date records of all pupils on SEND register and receiving Learning Support and informing staff and parents.
- d. Maintain accurate history of provision including records of pupil work/tests to support pupil access.
- e. if needed liaise with teachers and Educational Psychologists to compile pupil reports in advance of screening or assessment.
- f. Support School administration in updating school records on SEND numbers for inspection purposes or for the annual census.
- g. If needed, liaise with the relevant Local Education Authority to support any pupil with an ECHP.
- h. Assist teachers in forming an effective SEND Development Plan and in updating the School SEND Policy.
- i. Hold regular meetings with teachers and teaching assistants as relevant where applicable.

General requirements

All school staff are expected to:

- a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- b. Support and contribute to the school's responsibility for safeguarding students.
- c. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- e. Work within the schools Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
- f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- g. Engage actively in the performance review process.
- h. Adhere to the school's policies and procedures.
- i. Undertake other reasonable duties related to the job purpose, required from time to time.

This job description should be seen as enabling rather than restrictive.