

JOB DESCRIPTION

NOTE: This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.

Job Title:	SENDCO
Grade:	Teachers Payscale
Salary:	M1 – U3 + SEN Allowance
Conditions of Service:	STPCD
Responsible to:	Executive Headteacher

Statement of Purpose

The SENDCO takes responsibility for provision made by the school for students with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.

At a strategic level, the SENDCO will:

- Contribute effectively to the development of a positive ethos and culture of high expectations in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
- Set standards and provide examples of best practice for other teachers and Student Support staff in identifying, assessing and meeting students' SEND within and outside of the classroom.
- Monitor the progress of SEND students and ensure that actions taken have a positive impact on the progress of SEND students so that it is good or better.
- Implement, monitor and evaluate intervention strategies designed to address any areas of underachievement and revise and adjust these as necessary

- Contribute to transition programmes to ensure that SEND students are appropriately supported at key points in their school career

The SENDCO is expected to have detailed knowledge and understanding of...

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of student achievement and how those strategies can be used to support students with SEND;
- How information and communication technology can be used to help students gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching students with SEND;
- Relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to students with statements as well as those without;
- The requirements to communicate information effectively to Trust stakeholders, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to students with SEND; including how to recognise and deal with stereotyping in relation to disability or race
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

The SENDCO is responsible for planning and setting expectations and is required to:

- Analyse, interpret relevant national, local, and schools data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- Work with students, subject leaders, Progress Leaders and class teachers with tutorial/pastoral responsibilities to ensure that high expectations of progress and attitude to learning are set for students with SEND.

With regard to teaching and managing student learning the SENDCO will:

- Be a good and increasingly outstanding teacher who acts as a role model for staff through their active contribution to teaching SEND students
- Identify and disseminate the most effective teaching approaches for students with SEND.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of students with SEND.
- Support the development of improvements in literacy and numeracy as well as improving access to wider curriculum.
- Identify and develop study skills to support students in their ability to work independently and learn more effectively.
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when students with SEND transfer.
- Ensure examination access arrangements are in place in line with JCQ requirements

The SENDCO is responsible for assessment and evaluation of SEND practice. He/she is required to:

- Collect and interpret specialist assessment data gathered on students and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing students' SEND in relation to the school's SEND policy.
- Provide regular information to the Executive Headteacher and Governing Body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review.

The SENDCO will take the lead in promoting the achievement and progress of SEND students. This will be achieved by:

- Supporting staff in understanding the learning needs of students with SEND and the importance of raising their achievement.
- Monitoring the progress made in setting objectives and targets for students with SEND, assisting in the evaluation of and the effectiveness of teaching, learning and support using the analysis to guide further improvement.
- Ensuring the establishment of opportunities for themselves, Teaching Assistants and other teachers to review the needs, progress and targets of students with SEND.

The SENDCO is required to promote and develop positive relations with students, parents and the wider community.

- Develop and maintain effective partnerships between parents and the school's staff so as to promote students' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for students with SEND.

The SENDCO takes responsibility for managing his/her own performance and development

- Chair reviews, case conferences and meetings effectively.
- Assess and decide when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

The SENDCO also has a responsibility for managing and developing staff and other adults who work with students with SEND.

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to students with SEND and provide support and training to trainee, newly qualified teachers and all other colleagues in relation

to students with SEND, understanding their needs and importance of raising their achievement.

- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school in relation to Teacher Standards.

The SENDCO contributes to the management of resources allocated to SEND including Teaching Assistants. He/she will:

- Establish staff and resource requirements to meet the needs of students with SEND, advise the Executive Headteacher, Senior Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to maximise students' achievements and to ensure value for money.
- Deploy, or advise the Executive Headteacher on the deployment of staff involved in working with students with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Use accommodation to create an effective & stimulating environment for the teaching & learning of the subject.
- Ensure that there is a safe working & learning environment in which risks are properly assessed and addressed.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

PERSON SPECIFICATION

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	Experience <ul style="list-style-type: none"> • Experience of working in mainstream and/or special schools • Experience of working with children with SEN • Experience of multi-agency working practices • Evidence of CPD • Experience of working closely with Teaching Assistants • Experienced teacher with pupils with a range of needs • Knowledge of assessment procedures and effective use of data • Excellent knowledge of national curriculum • Understanding of the specific problems and issues for a pupil with SEN at a variety of ages (KS2 – KS4) • Knowledge and experience of implementing a range of practical approaches for a pupil with SEN • Excellent classroom practitioner 	APP / I
	Qualifications/Training <ul style="list-style-type: none"> • Qualified Teacher Status • Advanced Qualifications in SEND • Recent relevant CPD in current education practice • Degree 	APP/I
	Knowledge/Skills <ul style="list-style-type: none"> • Good communication and listening and written skills. • Ability to positively influence the teaching practice of others. • Good organisational skills. • Flexibility to work across all Key Stage areas if required • Ability to establish rapport with students, professionals, parents and the wider community. • Competent and confident in utilising ICT programmes. • Self-motivated and able to work independently. • Ability to work as part of a team. • Good interpersonal skills • Ability to work under pressure • Experience of compiling written reports on students with individual needs 	APP/I
	Behavioural Attributes <ul style="list-style-type: none"> • Customer focused. 	

	<ul style="list-style-type: none"> • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	I
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

10/01/2022