

St Joseph's Catholic Primary School Oxford



Job Title: Special Educational Needs Co-ordinator

Responsible to: Headteacher

Job purpose:

- To take a strategic lead in developing and evaluating SEND practice within the school and overseeing the day to day operation of the school's SEND policy.
- To value each child's uniqueness and promote their full development with the Catholic ethos of the school, guided by the values central to our Mission Statement.
- To be a member of the School Leadership Team

Objectives:

To raise the standard of achievement of CYP with LDD.

To increase staff confidence and competence in teaching CYP with special educational needs.

To ensure pupil entitlement to the National Curriculum.

Principal responsibility areas:

Leadership and Management

- Working with the leadership team, to develop and frame our SEND and nurture team and assist in effective organisation and deployment of teaching assistants and other resources linked to SEND.
- To take a lead on aspects of the Self Evaluation Framework (SEF) and School Development Plan (SDP) which relate to SEND and inclusive provision.
- Encourage outstanding, authentic practice in SEND across the school in line with our ethos and policy.
- To track pupil progress and set targets for raising achievement among CYP with LDD.
- Working with staff to recognise and fulfil their statutory responsibilities to pupils with SEND and set targets for raising achievement.
- Identify resources needed to meet the needs of pupils and advise the SLT of priorities for expenditure within the school budget.
- To liaise with other professionals and support services to ensure that the needs of our CYP with LDD are met in a holistic and integrated way.
- To seek opportunities to develop our school as a centre of excellence.

Teaching and Learning

- Have regard to individual needs of pupils with SEND and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities.
- To plan, track and evaluate appropriate specialist interventions to meet the identified needs of pupils, adapting these to meet changing needs.

- Where necessary/possible, actively teach learning intervention and support groups in order to accelerate their progress and model good, inclusive teaching as appropriate.
- Evaluate teaching and learning activities to ensure that they meet the needs of pupils with SEND.
- To support staff in the development of specialist knowledge and skills through access to appropriate CPD opportunities and ensuring that staff are appropriately trained and supported to deliver planned interventions and groups.
- Promote the resources/programmes/skills sets that will enable pupils to work independently.
- Liaise with pre-school settings to ensure the identification/continuity of support and learning of pupils with SEND on entry to school.
- Liaise with other schools to ensure continuity of support and learning when transferring CYP with LDD.
- Talk to children with SEND with a view to listening to what they have to say about their experience of education/school. Address any areas of concern.

Assessment and Recording

- Maintain and further develop existing systems for identifying, assessing and reviewing SEND including ensuring that provision maps are up to date and detailed.
- Inform the Senior Leadership Team and Governing Body on the effectiveness of provision for pupils with additional learning needs and SEN - write an annual report to governors.
- Keep the Special Needs Register up to date.
- Interpret assessment data, feeding into termly Pupil Progress Reviews.
- Meet with class teachers and TAs and formulate plans to address any issues and needs as appropriate.

Key tasks: (within principal responsibility areas – the emphasis may change from year to year)

- To have an excellent knowledge of SEND and how to support pupils teaching and learning.
- Develop an evaluative provision management cycle, including maintaining the SEND register, and supporting staff in tracking and recording of SEND progress.
- Conduct annual SEND audit and report to Governors on SEND.
- Work alongside teachers to identify pupils with additional needs, administer and interpret a range of assessments/baseline assessments and advise on setting targets and monitoring progress.
- Develop appropriate schemes of work and individualised programmes for CYP with LDD.
- Undertake professional development activities to increase own effectiveness.
- Monitor and manage staff development with regards to SEND and nurture provision and, as appropriate, conduct annual skills audit and arrange an appropriate programme of staff development activities.
- Plan and deliver INSET for all staff in relation to overcoming barriers to learning, and statutory responsibilities.
- Analyse allocation of SEND budget and suggest areas for development.
- Meeting with families and working closely with the HSLW to support TAF and other meetings as appropriate.
- Support the writing and review of school policies.
- To a lead on applying for, monitoring and collating paperwork necessary for children requiring Educational Health Care Plans. As well as, to assist class teachers in writing and updating reintegration timetables, behaviour plans and risk assessments as needed.
- Maintain and develop multi-agency working and collaborate with outside agencies to raise the achievements of CYP with LDD.
- To monitor attendance of CYP with LDD and work with the attendance team to support good attendance.

- Ensure that when a pupil leaves the school all their records are passed on to their next school. Take the lead in assessments of CYP with LDD, including their strengths and weaknesses.

Additional tasks which may be carried out by SENCO:

- Developing and attending networks and sharing good practice.
- Keeping abreast with national and local developments.
- Creating a well resourced and welcoming SEND and nurture programme.

Points of Reference:

- Our Mission
- School Development Plan
- Whole School policies
- Curriculum Maps
- Job expectations at St Joseph's Catholic Primary School, in accordance with the provisions of 'School Teachers Pay and Conditions Document' and within the range set out in that document.

Signed: _____

Signed: _____ Headteacher on behalf of the Governors

Date: _____