

Job Description and Person Specification



We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure, barred list check, eligibility to work in the UK check, proof of identity, childcare disqualification check, qualifications check and living/working overseas check.

SECTION A: Specific Role Profile

Post Title	Special Education Needs and Disability Co-ordinator (SENDCO)	Post No	
Directorate	Solihull MBC		
Division	Schools Education		
Band and Salary	Upper pay scale (£43,266 - £46,525) or main scale (£30,000 - £41,333). A TLR 2 of up to £5,000 will be awarded for the right candidate. Incremental progression is subject to performance. The school does not operate a system of pay portability. Hours across 5 days each week.		
Responsible to	Head teacher		
Location	Greswold Primary School		
DBS Check	Enhanced check for regulated activity for working with Children		

Role Purpose

The SENDCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENDCO is expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Role Responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND Policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND or a disability
- Co-ordinate intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND or a disability

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the learning plans and Education, Health and Care plans with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND or a disability

Leadership and management

- Work with the headteacher, Inclusion Lead, SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy

- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND Policy
- Promote an ethos and culture that supports the school's SEND Policy and promotes good outcomes for pupils with SEND or a disability
- Line manage, organise, direct, support and inform inclusion teachers and support staff working with children with SEND to ensure individual pupils' needs are met and monitor the impact of these actions
- Update the SEND Information Report on the school website annually, taking into account the views of all stakeholders

General duties

- Contribute to and support the overall ethos, work and aims of the school
- Promote the general progress and well-being of all pupils in the school
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school, as required by the head teacher
- Participate in regular performance management
- Reflect and evaluate personal teaching performance
- Regularly take part and contribute to school and community events
- Contribute to the school's extra-curricular activities
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. including the General Data Protection Regulations
- To attend parents' consultation evenings, staff meetings, PTA events and INSET as reasonably requested.

Professional Accountabilities

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

Safeguarding

- To be committed to safeguarding and promoting the welfare of children and young people.

Financial Management

- Personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the School's health and safety policy

Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<ul style="list-style-type: none"> Qualified teacher status <i>[note: this is a requirement under the SEND Code of Practice]</i> Degree 	<ul style="list-style-type: none"> National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment <i>[note: this is a requirement under the SEND Code of Practice]</i> 	Application form Documentation
Experience	<ul style="list-style-type: none"> Teaching experience – minimum of 3 years SENDCo experience 	.	Application Form Observation References Interview
	<ul style="list-style-type: none"> Experience of working at a whole-school level Involvement in self-evaluation and development planning Experience of conducting training/leading INSET Experience of leading and directing others 		Application Form Observation Task References Interview
Knowledge	<ul style="list-style-type: none"> Sound knowledge of the SEND Code of Practice 		Application Form Interview .
	<ul style="list-style-type: none"> Understanding of what makes 'quality first' teaching, and of effective intervention strategies 		Application Form Interview .

Skills & Abilities	<ul style="list-style-type: none"> Ability to plan and evaluate interventions 		Application Form Task References Interview
	<ul style="list-style-type: none"> Data analysis skills, and the ability to use data to inform provision planning 		Application Form Observation Task Interview
	<ul style="list-style-type: none"> Effective communication and interpersonal skills 		Application Form Task Observation References Interview
	<ul style="list-style-type: none"> Ability to build effective working relationships 		Application Form Observation References Interview
	<ul style="list-style-type: none"> Ability to delegate 		Application Form Observation Interview
	<ul style="list-style-type: none"> Ability to influence and negotiate 		Application Form Interview Task
	<ul style="list-style-type: none"> Good record-keeping skills 		Application Form References Interview
	<ul style="list-style-type: none"> Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school 		Application Form Observation References Interview
	<ul style="list-style-type: none"> Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability 		Application Form Observation References Interview
	<ul style="list-style-type: none"> Ability to work under pressure and prioritise effectively 		Application Form Observation References Interview Task
	<ul style="list-style-type: none"> Ability to manage and direct others and hold them to account 		Application Form Observation References Interview

	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 		Application Form References Interview Task
Core Behaviours	Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.		Interview
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.		Interview
	Trust and Respect - You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.		Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.		Interview
	Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.		Interview
	Leadership - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.		Interview
Other Requirements	<ul style="list-style-type: none"> • A clear understanding of safeguarding, including the prevent agenda, and equal opportunities 		Application Form Interview

Compiled/Reviewed by	Karen Scott
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Section C: Additional Information

Safeguarding

Solihull Council is committed to keeping children, young people and adults at risk safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and adults at risk for whom she/he is responsible or comes into contact with.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Equal Opportunities

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.