SENDCo

Job Description and Personal Specification

**Overall responsibility**

* To support the Headteacher and Assistant Headteachers in creating, developing and evaluating the aims of the school in partnership with pupils, staff, governors and parents
* To foster the inclusion of all children regardless of ability, gender, race or religion
* To lead, manage, develop and maintain high quality inclusive provision which enables quality teaching, excellent learning outcome and success for all pupils.

**Key Accountabilities**

* Lead by example in raising attainment of children with SEND, EAL and those who are disadvantaged
* To update the HT and liaise with the SEND Governor on the effectiveness and development of provision for pupils with SEND
* Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
* Support all staff in understanding the needs of SEND pupils.
* Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the School Development Plan.
* Regularly monitor progress against targets for pupils with SEND from teachers’ plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
* Work with the HT and staff to eliminate barriers to learning through: Assessment of needs

Monitoring of pupil attainment Target setting

Pupil progress tracking

* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision with SEND.
* Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.
* To ensure that the administration of SEND and EAL are in line with Local Authority requirements for areas such as Annual Reviews, EHCPs, Policies and Local Offer
* To review all Educational Health Care Plans annually
* To carry out and coordinate diagnostic assessments of students, including directing teachers and support staff in the effective use of screening tools

# Teaching and learning to:

* Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
* Work with pupils, class teachers and leadership to ensure realistic and challenging expectations of pupils with SEND
* Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

# Leading and managing staff to:

* Achieve constructive working relationships and establish opportunities for the post holder to support staff and other teachers to review the needs, progress and targets of pupils with SEND.
* Provide regular information to Senior Leadership Team (SLT) and Governing Body on the effectiveness of SEND/EAL and disadvantaged provision and outcomes.
* Advise and contribute to all aspects of SEND training to ensure the professional development of staff.
* Ensure the curriculum matches the needs of different pupils
* Take an active role in the professional development of all staff, including whole school inset
* Write and evaluate a SEND/Inclusion Action Plan, to be reviewed annually
* Monitor and review changes to the school’s SEND policy and other relevant SEND documents and procedures
* Attend LA and SEND review and forum meetings
* Participate in arrangements for the appraisal and review of other teachers and support staff.

# Parents, the community and extended schools to:

* Work with parents and families who have a child with SEND offering support and guidance.
* Encourage parents to participate in the life of the school in a variety of ways.

# Managing own performance and development:

* Demonstrate resilience and resourcefulness.
* Take responsibility for own professional development.
* Participate in the school’s appraisal and professional development programme, ensuring that objectives are set and met within the agreed time-scale.

# Use of Resources to:

* Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely.
* Oversee and monitor appropriate budget allocations in liaison with the HT and Business Manager.

# Additional responsibilities and general requirements to:

* Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
* Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.

**Person Specification**

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| **Area** | **Essential** | **Desirable** |
| **Qualifications and Training** | Qualified Teacher Status Enhanced DBSIn the process of completing SENDCo accreditation Evidence of commitment to further professional development either externally or within school  | Completed SENDCo accreditationAdditional training in inclusion/SEND |
| **Experience** | At least three years’ classroom teaching experience in a primary settingSENDCo experience | SENDCO experienceExperience of EYFS, KS1 and KS2 |
| **CPD** | Experience of sharing best practice with colleaguesHave delivered staff training through Insets or staff meetings | Evidence of some professional development taken in the last two years relevant to SEND |
| **Knowledge, skills and abilities** | An understanding of the SEN Code of PracticeProven experience of high standards of primary practiceThe ability to use data bases such as SIMsUnderstanding of a range of strategies to monitor pupil achievementExperience of understanding, organising and facilitating multi- agency meetingsUnderstanding or the relevant LA procedures for SEND and relevant legislation e.g. EHCP annual reviewsCan use technology effectivelyCan contribute positively to curriculum developmentDemonstrates excellent behaviour management skillsHigh expectations of all stakeholders and othersAn understanding of the medical and mental health issues affecting young peopleA thorough understanding and continuous awareness of safeguarding issues | Experience of leading appraisalsExperience of monitoring teaching and learningUnderstanding of relevant local and national initiatives relating to SENDCompleted DSL trainingUnderstanding of how to make use of appropriate data to analyse the performance of children, in order to influence and adapt teaching as well as set targets |
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| **Personal qualities** | Able to lead by example and demonstrate what effective classroom practice should look likeAble to empathise with pupils and parentsVisibly kind and consistent in communicating with children and their familiesAble to motivate and inspire staff and pupils Demonstrates leadership qualities Dynamic and innovativeA good health and attendance recordAble to work under pressure and meet deadlinesEnthusiastic and driven individual. Proactive and focused.Highly confident, assertive and efficient in dealing and engaging with all stakeholders.Highly confidential and discreteGood at building relationships at all levels within an organisationThe ability to prioritise matters and juggle many projects simultaneouslyA team playerDesire to develop career |  |