



Job Description

Special Educational Needs Co-ordinator

This post is directly responsible to the Assistant Head for Inclusion.

This post directly manages the work of SEN teachers, SEN Lead TAs, SEN TAs

The post holder who has class teacher responsibilities (either in the Centre for Deaf or by supporting SEND pupils within our school). There will be at least a minimum 0.6 FTE of dedicated time for SEN duties allocated.

KEY PRIORITIES

- To work with the Headteacher(s) to lead the school to OUTSTANDING practice for supporting pupils with SEND.
- To be a model practitioner in supporting pupils with SEND.
- To lead teachers promoting outstanding teaching and learning for pupils with SEND.
- To ensure progress across the school is high for pupils with SEND
- To ensure safeguarding of all members of our school.
- To lead the performance management of staff within Randall Place/Royal Hill.
- To promote equal opportunities in all aspects of the school work including the integration of pupils in our Centre for Deaf Children.

MAIN RESPONSIBILITIES

STRATEGIC DEVELOPMENT OF SEND PROVISION AT JAMES WOLFE PRIMARY SCHOOL

- Work with the Assistant Head for inclusion, staff and governing body to set the strategic direction of SEND provision in our school.
- With the Assistant Head for Inclusion write and monitor the SEND Development Plan and Policy.
- Ensure that policies and practices take account of national and local policies and initiatives.
- Encourage creativity, innovation and the use of new technologies to achieve excellence.
- Ensuring the planning for children with EHCPs meets children's targets and is a rich offer.
- Ensure that strategic planning takes account of the diversity, values, culture and experience of the school and community.

LEADING AND EVALUATING SEND PROVISION

- Demonstrate the principles and practice of outstanding learning and teaching (through guidance/teaching of model lessons) so that staff, pupils, and parents see excellent practice.
- To be a strong champion for SEND pupils across our school and ensure that there are high expectations for all.
- Evaluate SEND support including 1:1 support, small group support and interventions to support pupils and raise achievement.
- Monitor progress of objectives/targets for pupils with SEND and ensure IEPs are kept updated.
- Analyse school, local and national data for pupils with SEND.
- Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND.
- Organise support for pupils with SEND across our school, this includes timetabling of staff to

support pupils where necessary.

- Meet with parents to discuss their questions about SEND support in our school.
- Meet with external agencies to arrange assessments and receive feedback from assessments.
- Communicate with teachers across our school so that advice from external agencies is shared and acted upon.
- Ensure resources for SEND support are in place across our school.
- Write and monitor EHC plans including leading Annual Reviews.
- Monitor Individual Education Plans for pupils
- Contribute to data review meetings for ensuring that success is celebrated and areas for development for pupils with SEND are clearly identified.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- Contribute to the strategic direction for the closing of the gap between our pupil premium pupils and our whole community.

DEVELOPING SELF AND WORKING WITH OTHERS

- Sustain a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Provide advice and support strategies to ensure the best classroom provision is in place for children with SEND
- Develop individuals and teams, monitoring the work of teaching of pupils with SEND across the school.
- Regularly review own practice, set personal targets and take responsibility for own professional development and performance.
- Be a model of excellent inclusive classroom practice
- Accept support and guidance from others, including the Headteacher, governors, the LA and the wider professional community.
- Manage own workload and that of others to allow an appropriate work/life balance.

MANAGING THE ORGANISATION

- Ensure the safeguarding of our pupils including taking a lead on specific aspects of safeguarding as agreed with the headteacher.
- Ensure the day-to-day running of SEND support across the school including timetabling and, when directed, staffing.
- Ensure that SEND across our school has appropriate resources available to support learning.

SECURING ACCOUNTABILITY

- With the co-Headteachers, Deputy Head and Assistant Head for Inclusion be accountable for ensuring that the children enjoy and benefit from a high quality education.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to regular review and evaluation.
- Evaluate interventions and their delivery
- Work with the governing body, providing information, objective advice and support, to enable it to meet its responsibilities.

STRENGTHENING COMMUNITY

- Recognise and account for the richness and diversity of the school's communities.
- Lead school strategy to build effective relationships with parents, carers and the community to enhance the education and personal development of the children. This to be achieved (in part) through regular presence in the playground at the start and end of the school day.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into school to enhance and enrich the school.

OTHER DUTIES

- Follow the School's Safeguarding policies.
- Follow the School's Equal Opportunities policies.
- Maintain confidentiality and observe data protection and associated guidelines.

The SENCo will be required to undertake any such reasonable duties as the co-Headteachers of James Wolfe may require.

The SENCo will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Teachers and Education and Employment legislation.