

**THE SWANAGE SCHOOL**  
**JOB DESCRIPTION**  
**Special Educational Needs Co-ordinator**

Date of appointment: September 2021

**The Role:** The Special Educational Needs Co-ordinator (SENCo) is responsible for the implementation of the SEND policy across the whole school and for the running of the Learning Support Department.

**Reporting:** The SENCo reports to the Deputy Headteacher.

**Responsibilities as SENCo:**

**Leadership**

- To provide strategic direction in regard to SEN provision throughout the school
- To ensure that the SEND policy is compliant and being effectively administered
- To monitor the quality of SEN support delivered both by Learning Support Teachers and by classroom teachers
- To maintain the SEND register of pupils
- To ensure that there are effective systems of communication within the Learning Support Department and between the department and classroom teachers concerning pupils' needs and progression
- To liaise with the Deputy Headteacher and Curriculum Area Leaders concerning pupils' needs and welfare
- To ensure the smooth transition of pupils with SEND from primary school
- To liaise with the members of the Learning Support Department about individual pupils, the day to day running of the department and the development of school policy in regard to matters of SEND
- To maintain the daily timetables of Teacher Assistants.
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- To liaise with the Curriculum Area Leaders concerning arrangements for gifted pupils
- To co-ordinate arrangements for exams (school and external exams) for pupils who are entitled to extra time, reading assistance and scribing
- To lead the appraisal of all members of the Learning Support Department on an annual basis and to identify further training needs
- To draw up and to manage the annual departmental budget effectively
- To write an annual departmental review and development plan
- To attend Leadership Team meetings in order to bring SEND issues to the agenda of that group

**Teaching and Learning**

- To teach a classroom subject in the main school timetable for up 50% of a full timetable [if full time contract]
- To teach pupils on a one basis or in small groups in line with their Individual Education Plan/Provision Maps and the recommendations of reports by professionals outside the school
- To support children in regard to learning difficulties as they apply to literacy, numeracy, written expressive language, comprehension and essay writing skills, study skills, personal organisation and subject-specific work
- To use a variety of methods and approaches to ensure effective progression for pupils and to use the assessment of pupils' progress to inform future planning
- To provide in-class support for pupils with identified needs

- To support pupils in regard to exam preparation (both school exams and external exams) and to assist in the provision of reading assistance and scribing for specified pupils

### **Monitoring, Assessment, Planning and Tracking**

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of Individual Education Plans/Provision Maps
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the Learning Support Department and in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

### **Communication and Reporting**

- To write termly reports for parents on the pupils on the SEN register
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEN

### **Professional Knowledge and Development**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET on SEND issues
- To set realistic, measurable and achievable personal targets as part of appraisal in consultation with the SENCo and Headteacher
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To keep records of INSET attended
- To ensure that the School's Health and Safety Policy is followed as it applies to the Learning Support Department

### **Responsibilities as a Teacher:**

- To have high expectations whilst taking into account the ability range of the pupils
- To attend Parents' evenings as appropriate to discuss the children's progress
- To take a full and fair part in the Staff Duty Programme
- To attend assemblies, staff meetings and pastoral meetings
- To maintain displays of pupils' work and subject resources in the classroom
- To take part in organising and supervising educational visits
- To make an active contribution to whole school events.