

Cathedral Primary School

SEND Coordinator

Job Description

Responsible to:	Headteacher, Cathedral Primary School
Start date:	1 September 2022
Role structure:	0.6FTE (3 days per week) job share with incumbent SENDCO

Purpose of the role

- Be responsible for day-to-day operation of provision made by the school for pupils with SEND;
- Provide professional guidance in the area of SEND to all stakeholders in order to secure high quality provision for those children with SEND;
- Act as a lead teacher for pupils with SEND and disseminate best practice across the school, modelling high expectations and determination;
- Lead on CPLD for all staff in areas relating to SEND;
- Ensure the effective use of resources to improve standards of attainment and progress for all pupils with SEND;
- Monitor the attainment and progress of pupils with SEND and support teachers to ensure these pupils reach appropriate outcomes;
- Champion pupils with SEND and their families, ensuring their voices are heard, their needs are met and they achieve the highest possible outcomes;
- Take a strategic lead on intervention across the school and monitor the intervention teaching completed by others;
- Work in partnership with colleagues, governors, parents and outside agencies in the best interests of the pupils and the school;
- Be responsible for promoting and safeguarding the welfare of all pupils and young people within the school;
- Actively contribute to, and promote, the aims and objectives of the school, and to maintain its philosophy of education.

Main Duties and Responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. Due regards should also be paid to the Teacher Standards (2012), against which teacher performance will be assessed as a part of the appraisal process.

SEND Responsibilities

- ❖ Develop and oversee the implementation of the school's SEND strategy and policy, and ensure regular monitoring and review;
- ❖ Work in conjunction with teachers to carry out assessment of pupils with SEND to identify needs and monitor progress, including observations in the classroom and meeting with teachers and parents;
- ❖ Work with class teachers, the leadership team, parents and relevant external agencies to develop, implement, monitor individual support/learning plans;
- ❖ Provide regular updates on pupil progress through written reports and meetings with parents;
- ❖ Make referrals and liaise with professionals outside of the school (including educational psychologists, health and social care providers, speech and language therapists, occupational therapists, etc.);
- ❖ Support class teachers with statutory assessment documentation to ensure children requiring additional support receive it in a timely manner;
- ❖ Provide advice, guidance and training to class teachers and learning support assistants on supporting pupils with SEND;
- ❖ Support teachers to improve their in-class teaching, and to develop schemes of work and learning programmes for children with SEND;
- ❖ Support staff to plan and teach intervention lessons effectively;
- ❖ Ensure the children in receipt of Top Up Funding receive the appropriate support to enable them to meet their targets;
- ❖ Identify pupils' entitlement to Top Up Funding, and prepare and submit applications for Top Up Funding to the appropriate local authority team;
- ❖ Disseminate good practice relating to SEND through CPLD including staff meetings, INSET, and coaching/mentoring;
- ❖ Acquire up-to-date knowledge of national and local initiatives which may impact upon policy and practice;
- ❖ Use the school's internal tracking data to analyse the progress of pupils with SEND, identifying areas of strength and areas for development;
- ❖ Develop and implement systems for recording individual pupils' progress, and collect and interpret specialist assessment data;
- ❖ Evaluate the quality of teaching and standards of achievement/attainment for pupils with SEND and set targets for quality-controlled improvement;
- ❖ Provide opportunities for observation of colleagues/visits to other schools in order to share best practice;

- ❖ Review support plans with parents, pupils and teachers, agreeing and communicating new targets. Support the Senior Leadership Team and Headteacher in meeting statutory responsibilities for SEND statements, EHC Plans and Annual Reviews;
- ❖ Effectively lead the Annual Review meetings for pupils with Statements/EHC Plans;
- ❖ Provide regular information to the Headteacher and governors on the evaluation of the effectiveness of provision for pupils with SEND, the impact of interventions and the progress of SEND children;
- ❖ Identify resources needed to meet the needs of pupils with SEND and advise the School Business Manager of priorities for expenditure, jointly managing the SEND budget; Monitor and control the use of these resources;
- ❖ Interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum and its impact on the school SEND policy, with the aim of improving teaching and learning across the school;
- ❖ Contribute to the work of the Cathedral Schools Trust SENDCO group, and to network and liaise with SENDCOs across other local schools and wider, to ensure a consistency of approach regarding transition.

Wider Professional Duties

- ❖ Be an active member of the school's Middle Leadership Team, contributing to implementation of school strategies, as directed by the Head Teacher;
- ❖ Attend fortnightly SLT/MLT meetings, making an active contribution to school improvement;
- ❖ Line manage members of the SEND team, to include completion of performance review meetings and target setting, in accordance with the school's line management structure;
- ❖ Contribute to and exemplify the values of the school;
- ❖ Actively promote the inclusion of all children into whole school activities;
- ❖ Actively seek opportunities for professional development;
- ❖ Ensure school policies are reflected in practice, including those dealing with bullying and equality;
- ❖ Pay due regard to advice and feedback from colleagues to improve practice;
- ❖ Promote the welfare of all pupils in line with relevant policies and procedures and to support the school in safeguarding pupils in daily practice;
- ❖ Promote equality in all areas of school life and to treat everyone with fairness, respect and dignity;
- ❖ Be aware of and respect all children's religious beliefs and cultures;
- ❖ Support, promote and comply with decisions and policies agreed by the SLT and the governing body;

- ❖ Develop effective, professional working relationships with colleagues, in particular the job share role;
- ❖ Manage the performance and be responsible for the deployment of identified SEND learning support assistants across the school.

Behaviour and Safety

- ❖ Demonstrate an understanding of, and consistently apply, the school's behaviour policy and code of conduct;
- ❖ Promote respectful, courteous and good behaviour throughout and around the school;
- ❖ In line with the school's behaviour policy, have high expectations of behaviour, establishing an appropriate framework of rewards and sanctions and to apply these fairly, transparently and consistently;
- ❖ Manage groups effectively, using a range of appropriate strategies to promote respectful and courteous behaviour;
- ❖ Maintain good relationships with pupils, acting warmly but with authority, to the benefit of pupils' learning;
- ❖ Have due regard for health and safety of self, staff, children and visitors and have responsibility for bringing all matters of concern to the attention of the Business Manager;
- ❖ Hold a valid Enhanced DBS clearance certificate;
- ❖ Demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the school;
- ❖ Maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgement which always focuses upon the best interests of the students and the school.

Teamwork and Collaboration

- ❖ Work closely and respectfully with the job share SENDCO on all matters relating to SEND;
- ❖ Work in collaboration with colleagues and the wider school community, taking an active role in decision making with regards to policy development, curriculum development, the preparation of programmes of study, the distribution of teaching materials and resources, and pastoral arrangements;
- ❖ Participate in staff meetings and Inset as directed by the Head Teacher;
- ❖ Take an active role in the development of the school, its aims and ethos, vision and focus;
- ❖ Promote throughout the school and beyond, the school's ethos and philosophy;
- ❖ Work in partnership with teaching partners (assistants) and volunteers, ensuring their effective use within the classroom;

- ❖ Liaise with outside agencies where appropriate.

Administration

- ❖ Prepare and maintain clear and appropriate records.
- ❖ The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School's policies and procedures.
- ❖ Prepare appropriate records for the transfer of pupils between classes or schools.
- ❖ Maintain a regular system of monitoring, assessing, record keeping and reporting of pupil progress.
- ❖ During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations (GDPR) 2018. This includes your responsibilities as a member of staff to process personal and sensitive data in an appropriate manner.
- ❖ Contribute to the selection and professional development of student teachers, new teachers and those serving induction periods.
- ❖ Prepare and disseminate such policy, procedural or information documents relating to subjects for which the post holder has responsibility.
- ❖ Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher, paying regard to the School Teachers' Pay and Conditions Document;

Professional Development

- ❖ Regularly review the effectiveness of one's own teaching and assessment, refining approaches where appropriate responding to feedback and advice from colleagues.
- ❖ Take responsibility for one's own professional development opportunities provided by the school, or identified through the appraisal process.
- ❖ Identify the training needs of SEND support staff and organise appropriate CPLD to meet those needs;
- ❖ Proactively engage with arrangements for appraisal.

Other

- ❖ To have professional regard for the ethos, policies and procedures of the school, and to maintain high standards in one's own attendance, punctuality and performance.
- ❖ To perform any reasonable duties as requested by the Head Teacher.

This document does not form part of your contract of employment with the school and is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder's professional responsibilities and duties.

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.
