**Job Description**

**SENDCo**

**Job Dimensions**

**Salary** TMS/UPS plus SEN Allowance

**Reporting to** Headteacher

**Functional Relationships**

Headteacher, SLT, Colleagues, Pupils, Parents, Other External Agencies, LA

**Purpose of Role**

Under the overall direction of the Headteacher and within the policies adopted by the Governing Body, the SENDCo will to provide efficient and effective management and supervisory support of:

* the strategic direction and development of SEND provision
* identification and assessment of and planning for SEND
* effective teaching, ensuring maximum access to the curriculum
* the promotion of social and emotional development and positive behaviour

**Principle Duties and Responsibilities**

To maintaining the whole school SEND register in the light of current legislation, providing summaries of pupils’ need and teaching strategies as appropriate

Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs or an EHCP

Monitor teaching and learning activities to meet the needs of pupils with SEND and monitor the progress of these children towards targets, reporting to SLT and the Local Governing Board

Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND recording and assessment

Ensure that there are safe working & learning environments in which risks are properly assessed and addressed for staff and children

Make effective use of specialised assessment techniques

Support the writing of useful targets on Individual Education Plans (Pupil Passports) and effective use by all staff

Oversee the provision, support and curriculum of pupils with SEND, liaising with the LA over pupil need and monitoring the quality of external provision utilised in school

Work collaboratively with specialist and non-specialist staff, parents, pupils, teachers and learning support assistants, advisory and specialist agencies on planning and programme implementation

Recommend and leading CPD for effective teaching methods relating to the teaching of children with SEND and ensuring relevant training is updated appropriately

Identify children for whom Top-Up Funding may be available and make relevant applications and/or appeals within the appropriate timescales

Develop positive, consistent and non-confrontational approaches to disruptive behaviour, to implement where necessary a range of targets and strategies to aid progress through a Pupil Passport (Pastoral Plan), and to establish a timescale for review and evaluation in liaison with relevant staff

To be the Designated Teacher for Children Looked After children

Recommend and lead CPD for effective teaching methods relating to the teaching of children with SEND, ensuring relevant training is updated appropriately

To liaise with Social Workers, Families and The Virtual School and Chair and lead School PEP meeting as well as setting targets and reviewing progress in line with the PEP framework.

To ensure staff engaged with Children Looked After are fully aware of specific needs of CLA, particularly with regards to attachment challenges

Prepare reports for the Headteacher and Governors as required

Prepare for and take part in the Vulnerable Learners’ Service Annual Strategic Conversation

Understand the changing perspectives of SEND as reflected in Government and legislative contexts in order to possess a good working knowledge and understanding of any new terms and definitions

Play a full role in the ELAN Trusts SEND forums, collaborating with SENDCos across our trust

Maintain the School Website SEND section so that it is informative and supportive for our families

To act as a representative of the School at meetings relating to the individual needs of children i.e. planning meetings, and to the broader needs of the School.

To be an active member of the staff team participating in training, attending regular supervision and annual appraisals with the line manager.

To undertake any other duties commensurate with the grade of the post

To ensure compliance with all Health and Safety legislation and associated codes of practice and school policies

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

**Confidentiality**

During the course of employment the SENDCo will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation.

**Data Protection**

During the course of employment, the SENDCo will have access to data and

personal information that must be processed in accordance with the terms and conditions of the

Data Protection Act 1998 and properly applied to pupil, staff and school business/information.

**Working Relationships and Contacts**

To develop and maintain working relationships with other professionals.

To liaise with staff, families, local authorities and external agencies as necessary

**Skills/Qualifications**

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

**Further Information**

**Probation** This post is subject to a **6 month** probation period.

**Scale Point** All staff start at the first scale point within their salary grade. Annual increments may be paid until the top of scale is reached, dependent upon individual performance.

**Pension** As an employer of the Teachers pension scheme, the post holder will be automatically enrolled in the Teachers pension. The Trust pays a contribution of salary into the TP – this is an additional remuneration benefit**.**

# **Person Specification/Qualities/Experience**

**SENDCo**

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|  | **Essential Requirements** | **Desirable Requirements** |
| Key Competencies | A clear understanding of the challenges for learning children with SEND may experience  Able to effectively monitor and set useful targets, clearly demonstrating progress for individual children  Have the skills to communicate with a range of stakeholders, including external professionals at all levels in an appropriate and concise manner both oral and written forms  Able to establish a rapport with pupils, staff, governors and outside agencies  Confident in using Word, Excel and a range of Cloud based systems to support the work in this role |  |
| Experience | Experience of leading a core curriculum area, Key Stage or SEND in a primary school  Varied experience of working with children in an educational environment  Have practised supporting, training and leading staff in meeting the needs of pupils with SEND  Can demonstrate effective management other staff  Familiar with working as part of a team with other adults  Used to using alternative progress monitoring systems to meet the needs of children with SEND | Experience of working with children with challenging behaviour  Previous use of P.A.C.E. to support children who have experienced trauma  Proficient in writing PEPs and supporting CLA and their families |
| Knowledge | Thorough knowledge of a wide range of  teaching techniques to support the varying leaning styles and needs of our children with SEND  In-depth knowledge of behaviour support techniques and models  Knowledge of the cognitive process in children  Understanding of the increased impact of social and economic issues that our families with children with SEND may face |  |
| Qualifications | Qualified Teacher Status  National Award for SEN Qualification |