



Bramley St Peter's C of E (VA) Primary School SENDCO Job Description and Person Specification

Post title	SENDCO
School Salary and grade:	Main pay scale/Upper pay scale + SEN allowance
Line manager/s:	The Headteacher, members of the Senior Leadership Team (SLT) and the Governing Board
Supervisory responsibility:	The postholder will be responsible for the deployment and supervision of the staff in The Hub

Main purpose of the job:

- Determine the strategic development of Special Educational Needs and Disability (SEND) policy and provision in the school.
- Be responsible for day-to-day implementation and operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies.
- Ensure pupil and parent/carer voice is at the heart of policy and practice, as set out in the SEND Code of Practice.

The SENDCO will also be expected to fulfil the professional responsibilities of a teacher in the context of intervention opportunities.

- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers' Pay and Conditions Document and Teacher Standards (2012)*.
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
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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](#). Teachers should also have due regard to the Teacher Standards (2021). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEND provision within school is inclusive at all levels including behaviour management approaches.
- Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out.
- Maintain and disseminate up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Development Plan.



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- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.

Operation of the SEND policy and coordination of provision

- Maintain an accurate SEND register and individual provision maps.
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support.
- Create and maintain positive links necessary within school, a pupil's home, external agencies and other schools.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Identify a pupil's SEN.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services/support for the pupil.
- Ensure records are maintained and kept up to date.
- Apply for EHCPs as relevant.
- Review the Education, Health and Care plan (EHCP) with parents/carers and the pupil.
- Communicate regularly with parents/carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for Children Looked After (CLA), where a looked-after pupil has SEN or a disability.

Behaviour and Safety

- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.



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Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the professional development of other teachers and support staff including the induction of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Leadership and management

- Work with the Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Governing Board is required to publish.
- Report to the Governor with responsibility for SEND on a termly basis.
- Contribute to the School Development Plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEND policy.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability.
- Be a model of exemplary practice in all aspects of role.
- Be a visible and approachable presence and a positive role model for staff and children, fostering good working relationships at all times.
- Be proactive in leadership role and support the wider work of the Senior Leadership Team.
- Be a Performance Management line manager as appropriate.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Subject leadership with appropriate support and guidance according to experience
- Make a positive contribution to the wider life and ethos of the school

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- To commit to uphold the Christian character of the school
- Perform any reasonable duties as requested by the Headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.



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Qualifications and training:

The SENDCo must:

- Have qualified teacher status.
- Have evidence of continuous participation in professional development and a commitment to progress this further.
- Either already have or be willing to undertake the accredited SENDCO qualification.

Professional Values:

The SENDCo will have the ability to:

- Establish and maintain excellent professional relationships with pupils, parents/carers, colleagues, Governors and external agencies.
- Set high expectations of all pupils and be committed to raising educational achievement.
- Adopt a flexible approach to working as required.
- Maintain confidentiality in all aspects of role and responsibilities.
- Adhere to policies and procedures for effective safeguarding, child protection, equal opportunities, health and safety, and SEND provision.
- Contribute to the broad spectrum of school life within the local community.

Personal Characteristics:

The SENDCo should be:

- Able to address challenging issues with clarity of purpose and diplomacy.
- Demonstrating excellent inter-personal skills and emotional literacy.
- Knowledgeable and highly competent.
- Creative and enthusiastic.
- Organised and resourceful.
- Intelligent and reflective
- Committed.

Signature of post holder: _____ **Date:** / /

Signature of Headteacher: _____ **Date:** / /