

JOB DESCRIPTION

Special Educational Needs and Disabilities Co-ordinator (SENDCO)



NAME OF POST HOLDER:

POST: SENDCO

PAY RANGE: MPS / UPR + SEN Allowance

Job Purpose

This is a non-teaching SENCO role, managing the SENCO provision for pupils identified as having Special Educational Needs or Disabilities (SEND) including the day-to-day operations. The SENDCO will take responsibility for the effective implementation of the school's Special Education Needs policies and practices.

In addition, the SENDCO will be required to be the Designated Safeguarding Lead (DSL) for the school.

Overall Areas of Responsibility

- To be responsible for the day-to-day implementation of SEND Policy and Procedures with due reference to national and local guidance.
- Maintain an accurate and up to date SEND register.
- To lead, manage and develop provision which enables quality teaching, exceptional learning outcomes and success for SEND.
- To provide guidance and expertise to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support.
- To work in collaboration with the school's leadership team to monitor, evaluate and improve provision for children with SEND.
- To support the Headteacher with strategic and operational decision making in pursuit of the highest quality teaching and learning for pupils with SEND.
- To lead, manage, appraise and support Teaching Assistants assigned to supporting children with SEND.
- To model best practice in teaching and support for SEND.
- To provide information to the governors and Head Teacher on the effectiveness of SEND provision and outcomes.
- To be the Designated Safeguarding Lead for the school.
- To work in partnership with external agencies, including our feeder schools, to ensure the best outcomes for all children.
- Be aware of the provision in the local offer.
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness
- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers.
- Ensure 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.
- Lead on the management of students with medical conditions.
- Attend meetings with parents, pupils, staff and external agencies
- Coordinate operational systems and processes within the inclusion service
- Work with the Head, SLT and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

- Effectively contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs, including leading on relevant training sessions and INSET for staff
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupil SEN or a disability

Relationships and Specific Responsibilities

The post holder is responsible to the Headteacher for their performance.

The post holder is responsible for the appraisals and management of SEND staff and the wider teaching assistant team.

The post holder should have knowledge of:

- Statutory and regulatory frameworks and relevant developments at national and local level and advise the Headteacher and Governors of implications for the school as required.
- High incidence SEN and disabilities: how they can affect pupils' participation and learning.
- How to use evidence about learning, teaching and assessment in relation to students with SEND to inform practice.

The post holder needs to:

- Work strategically with the senior leadership team and governors.
- Manage a budget and use resources in line with best value principles.
- Embed school-wide strategies that improve outcomes for students with SEND.
- Analyse and use data to inform interventions and practice.
- Maintain up to date policies and procedures pertaining to the role and considering best practice nationally and locally.
- Develop and communicate the school's Local Offer.
- Be a key point of contact for external agencies.
- Collaborate and work in partnership with CKIS and Balcarras.
- Lead, manage and Chair annual reviews when required.
- Liaise with all stakeholders as appropriate to ensure continuity of educational provision between years and at transition between schools for children with SEND.
- Ensure that pupils with an Education Health Care Plan receive the full provision highlighted within their statement.

The post holder has responsibility for:

- Supporting staff with the identification of SEND.
- Deploying support staff and managing resources.
- Providing leadership, development and training of staff in relation to SEND.
- Ensure that records and information, such as My Plans and EHCPs, are maintained accurately and passed on at times of transition.

The post holder needs to have the skills and knowledge to be able to:

- Draw on external sources of support and expertise.
- Consult, engage and communicate with colleagues, parents, carers and pupils to enhance learning and achievement.

Professional responsibilities

Uphold high standards within the profession by:

- Conforming to the Teachers' Standards.

- Actively engaging in professional development opportunities
- Holding, or be willing to undertake training to secure, the National SENDCO Qualification.
- Performing at a standard commensurate with grade as articulated by the school's professional matrix.
- Upholding and adhering to the policies and procedures of the school adopted, or delegated for adoption, by the Board of Trustees/Governing Body.

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

This job description does not define in detail all the duties/responsibilities of the post. It will be reviewed once a year and may be subject to modification or amendment after consultation and agreement with the postholder.

Signed: _____ (Employee)

Date: _____

Signed: _____ (Headteacher)

Special Educational Needs and Disabilities Co-ordinator Person Specification



KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • National Special Educational Needs Qualification (NPQ for SEND) 	<ul style="list-style-type: none"> • Child Protection Inter-Agency Level 3 qualification • Specific qualifications suited to the role from recognised sources
Experience and Competence	<ul style="list-style-type: none"> • Recent and relevant teaching experience in a school setting • Knowledge and experience of teaching in KS2 • Experience of effective engagement and collaboration with external professionals • Evidence of effective liaison with a range of agencies and settings • Proven experience of teaching children with diverse learning needs • Thorough knowledge of SEN and disability needs. 	<ul style="list-style-type: none"> • Knowledge and experience of teaching in KS1 and EYFS • Experience of effective impact with high incidence SEN issues: ADD; ADHD; ASD; ODD; PDA. • Experience of working as an Advisory Teacher • Experience of supporting the professional development of others • Experience of undertaking the role of Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), with a secure understanding of statutory safeguarding responsibilities and the ability to lead on child protection matters effectively. • Experience of reporting to external groups: Ofsted; Trustees; Governors; Parents • Experience of working as an Inclusion Lead, with a strong understanding of the culture, collaboration and relational practice required to nurture and sustain an inclusive school ethos where all pupils are valued, supported and able to thrive
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Proven ability as an excellent class teacher evidencing strong impact with individuals and group • Good understanding of SEND specific strategies that support learning in English and Maths • Knowledge of implementation of the SEND Code of Practice • Knowledge of the issues and processes surrounding Child Protection and the care of Looked After Children • Demonstrable commitment to equality of opportunity and inclusive practices • Ability to communicate highly effectively with a wide range of stakeholders • Ability to write succinct and precise reports for external groups • Proficient in the use of ICT and software • Clear understanding of national and local issues affecting SEND and disadvantaged pupils 	<ul style="list-style-type: none"> • Experience of working in a range of settings • Knowledge or experience of submitting evidence to secure an EHCP • Specific knowledge or experience of pastoral support for pupils • Knowledge and experience of working with Early Help through the Graduated Pathway • SEN tribunal experience • SEN Panel experience
Personal Qualities	<ul style="list-style-type: none"> • Able to engage, motivate and inspire • Accurate and precise • Excellent interpersonal skills • Nurturing and aspirational for children 	

	<ul style="list-style-type: none">• Able to maintain calm demeanour when confronting challenging situations• Can work well as a member of team• Proactive, passionate and determined• Committed to the wider life of the school	
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