



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

Corpus Christi Catholic Primary School

Job Description, SENDCO

Job Title	Special Educational Needs Co-ordinator (SENDCO)
Salary Scale	MPS /UPS
Responsible to	Headteacher
Responsible for	Lead on Provision of SEN Teaching & Support

The appointment is subject to the current conditions of employment of 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 other current legislation.

The key task of the SENDCO is to ensure that Special Education Needs provision is both efficient and effectively managed. The range of responsibilities delegated to the SENDCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for pupils with SEN via the SENDCO.

Core Purpose of Post

The SENDCO with the support of the SLT and Governing Body, takes responsibility for the day to day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The main responsibility of the SENDCO are set out below:

Strategic direction and development of SEN provision:

- Ensure effective systems of communication, including feedback about pupils' learning to inform future planning
- Monitor the quality of support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed
- Ensure that the objectives of SEN policy are reflected in the School Development Plan.
- Liaise with and co-ordinate the contribution of external agencies.
- Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

Teaching and learning of SEN children:

- Identify and adopt the most effective teaching approaches for identified pupils
- Monitor teaching and learning activities to meet the needs of identified pupils

- Plan for and deliver interventions for groups of children.
- Liaise with other schools to ensure continuity of support and learning when transferring identified pupils from other schools and on to secondary school
- Evaluate the impact of different intervention programmes

Recording and assessment:

- Set targets for raising achievement among identified pupils
- Collect and interpret specialist assessment data in order to evaluate impact and progress
- Set up systems for identifying, assessing and reviewing pupils
- Update SLT on the effectiveness of provision for identified pupils
- Develop understanding of learning needs and the importance of raising achievement amongst identified pupils
- Attend consultation evenings and keep parents informed about their child's progress

Effective deployment of staff & resources:

- Support the Headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities
- Assist in the task of ensuring the management, finances, organisation and administration of the school, particularly in regard to SEN, to support its vision and aims are appropriate with the Headteacher and Governors in establishing priorities for expenditure in SEN and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

Leadership and management of colleagues:

- Provide a model excellence for colleagues; this may include providing in-class support for colleagues through demonstration lessons, team teaching, observation and feedback
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to all identified pupils.
- Work with the SLT to lead, motivate, support, challenge and develop all staff to secure continual development for learners with SEN
- Carry out the Performance Management of Support Staff
- Provide training opportunities for LSAs and teachers to learn about specific learning needs

Management of SEN provision according to the DFE and Local Codes of Practice:

- Maintain the SEN register, relevant records and prepare materials
- In consultation with teachers, monitor, review and set termly targets and/or IEPs for children on the register
- Liaise with all relevant outside agencies and ensuring the completion of required documentation, including EHCPs
- Ensure that standards of SEND pupils are implemented according to recommendations, and that they are reviewed annually
- Organise and Lead meetings including Annual Reviews.
- Keep all parents of SEND pupils informed of their children's progress and any relevant changes in provision
- Arrange SEN intervention timetable

Strategic Direction and Development of the School

- Support the aims and ethos of the school

- Support the Headteacher and Governors in providing a clear direction for the school in all matters relating to SEN
- Lead the writing of policy and/or reviewing it in line with the Self-Evaluation cycle and communicate its importance to the whole school community
- Prepare and present reports, as required to, e.g. Governors, SLT, outside agencies
- Review and contribute to policies relevant to the SENDCO role.
- Uphold all school policies

Personal/Professional Development

- Manage own professional development in partnership with line manager and Headteacher
- Meet all agreed objectives set at the annual performance review
- Actively seek opportunities for CPD in partnership with line manager and Headteacher

Equalities & Diversity

- Ensure equal opportunities with regard to all aspects of practice and provision
- Take responsibility, appropriate to the post, for tackling racism and promoting good race, ethnic and community relations

Support the School

- Be aware of and comply with all policies and procedures relating to child protection, health and safety, confidentiality and data protection
- Along with other members of staff, take responsibility for promoting and safeguarding the welfare of the children and young persons he/she comes into contact with
- Contribute to the overall ethos/work/aims of the school
- Participate in training, other learning activities and professional development as required and participate in meetings as required

Other Duties

- Any other duties as requested by the Headteacher, commensurate with the role.

Note

This job description is not your contract of employment. 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.

October 2024

Person Specification: SENDCO

	Essential	Desirable
Qualifications	<p>Qualified Teacher status</p> <ul style="list-style-type: none"> - Special Needs qualification (Or working towards, or willing to undertake) 	<ul style="list-style-type: none"> - Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)
Experience	<p>The SENDCO should have experience of:</p> <ul style="list-style-type: none"> - Qualified experienced teacher with a proven track record - Evidence of continuing professional development - Evidence of work with colleagues in primary schools - Experience of leading a team of teachers on a curriculum initiative - Experience of working alongside other teachers in the development and learning - Evidence of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> - Teaching in more than one primary key stage - Experience of budget management - Experience of training other teachers
Knowledge and Understanding	<p>The SENDCO should have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Strategies for meeting SEN in a mixed ability class situation - The SEN Code of Practice and its practical application - Behaviour management techniques for groups and individuals - Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills - Good understanding of factors promoting effective transfer of learners from one phase of education to the next - Good understanding of the principles behind school improvement including school improvement planning monitoring, review and evaluation of progress 	<p>In addition the SENDCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Using comparative information about attainment - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Experience of completing EHCP, MSP, ESF Paperwork and funding applications
Skills	<p>The SENDCO will be able to:</p> <ul style="list-style-type: none"> - Have an understanding of the barriers to learning for children with SEND - Organise and sustain systematic support from a variety of providers for a range of SEN - Manage the co-ordination of teaching assistants in support of SEN pupils - Advise and motivate all staff with SEN initiatives - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner - Good communication skills, both written and oral 	<p>Confident in the use of information and communication technology. Good influencing and negotiation skills</p>

	<ul style="list-style-type: none"> - Good presentation skills with the ability to enthuse and motivate others - Good organisation skills 	
Personal Characteristics	<ul style="list-style-type: none"> - Willingness to share expertise, skills and knowledge with Staff and Parents - Sensitivity to the aspirations, needs and self-esteem of others - Commitment to team working - Willingness to address challenging issues with clarity and purpose and diplomacy 	Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, weekends or in school holidays.