

Special Educational Needs & Disabilities Coordinator

Job profile



Core purpose

The SENDCO is a member of the middle leader and Inclusion teams. The SENDCO works to raise levels of achievement for all students at Becket Keys Church of England School with a particular focus on those with additional needs. The SENDCO coordinates and monitors the development of individual Learning Plans and Profiles for students with SEND at Becket Keys Church of England School. The SENDCO is expected to actively promote the educational aims and ethos of Becket Keys Church of England School, in the light of current Government expectations for Special Educational Needs.

Specific responsibilities

In addition to the Conditions of Employment of teachers, as set out in the School Teachers' pay and Conditions Document, the postholder will have the following additional responsibilities:

Personnel Management

- Assist the Assistant Head for Inclusion in the management and leadership of staff in the area of learning support.
- Line manage a team of Learning Support Technicians, any HLTAs, SEN Teachers and Learning Mentors.
- Liaise with, organise and coordinate the work of outside agencies.
- Organise regular reviews of Individual Learning Plans/ Profiles and Annual reviews of EHCPs.
- Train staff in the effective support of students with SEND in line with the 2015 SEND Code of Practice.
- Disseminate Individual Learning Plans and Profiles to staff so that they understand how best to support the students with SEND in their classes.
- Draw up timetables for support and intervention after consultation with staff concerned.
- Oversee arrangements for the administration of annual reading tests, arranging literacy support for those with low reading ages and retesting as necessary.
- Ensure that external examination Access arrangements are applied for and put in place where appropriate.
- Organise Access arrangements during internal examination periods.

Curriculum and Students

- Work closely with the Assistant Head for Inclusion to ensure high quality provision for students requiring learning support.
- Attend inclusion team and subject leader meetings to help create positive solutions for students with Special Educational Needs.
- Teach individuals and small groups of students as appropriate.
- Teach and contribute towards curriculum developments both within own subject area and across the whole school.
- Ensure that all teaching across Becket Keys Church of England School reflects the needs of students with SEND.
- Support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ASD, ADHD, Dyslexia).
- Contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet students' additional needs.
- Make use of and model a range of teaching and learning strategies to meet the needs of subject and of different students.
- Ensure effective development of student literacy, numeracy and ICT skills in all learning situations.
- Implement all whole school and subject areas policies for assessing, recording and reporting on student achievement and use this information to set student targets.
- Ensure development of students individual and collaborative study skills necessary for them to become independent students.
- Ensure recognition of, and ability to deal with, racial and gender stereotyping.
- Take an active part in the promotion and delivery of out of hours enrichment activities.
- Liaise with primary feeder schools for transition arrangements for potential new students. Attend Year 5 and Year 6 annual reviews, where practicable, to ensure clear understanding of students' needs and smooth transition to secondary sector.

- Carry out performance management for all staff within the Inclusion departments.

Monitoring

- Monitor the work of any HLTAs, Learning Support Technicians and other SEN staff to include planning, management of students, the keeping of records and take appropriate action if required.
- Monitor and record targeted students' progress and achievement.

Communication and Information

- Maintain effective partnerships with parents/carers to promote learning and to provide information to parents about targets, achievements and progress.
- Contribute to the induction programme for new students.
- Take an active part in the school self-evaluation and planning cycle.

As a middle leader, the postholder might be expected to take on other leadership duties not listed here but detailed in the teachers' pay and conditions document.

General Responsibilities (all staff):

1. To assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record students' achievements, to prepare reports and take part in parental consultations.
4. To participate in the School's performance management scheme.
5. To undergo in-service training where required to keep abreast of developments in school initiatives curriculum and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practice.
8. To carry out such duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

Person Specification

Qualifications Experience and Leadership

- Qualified teacher status and evidence of a sound academic subject background and successful teaching.
- SENCO Qualification, progress towards SENCO Qualification, or willingness to start SENCO Qualification.

Professional knowledge

- An up-to-date knowledge of the 2015 SEND Code of Practice, the statutory processes in place for students with SEND and recent developments in government thinking for SEN support.
- A knowledge of what constitutes good teaching, and an understanding of how to improve the quality of teaching and learning with a particular focus on Students with SEND.
- A knowledge of how children think and learn, and what young people with Social, Emotional and Behavioural difficulties experience.
- A knowledge of how ICT can both enhance and extend learning and improve the administration of SEN.
- A detailed knowledge of the specific SEMH needs of students and the evidence-based strategies that can be used to support them.

Skills

- The ability to work within a team towards common goals.
- To set standards and model good practice.
- Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance.
- To command credibility and use expertise to influence others.
- The ability to communicate effectively with a range of potential audiences.
- Proven teaching skills and the ability to coach other teachers and share good practice.
- Proven consultation and negotiation skills.
- High level ICT skills both to support learning and administration.

Attributes

- Support for the Christian ethos of the school and how our values support the most vulnerable.
- The ability to manage oneself, including time management, professional direction, and an ability to work as part of a team under pressure
- The ability to achieve challenging professional goals.
- Evidence of a commitment to equality of opportunity and social inclusion.