JOB TITLE: SENDCo

ACCOUNTABLE TO: Senior Leadership Team

REPORTING TO: Deputy Headteacher

RESPONSIBLE FOR: SEND provision

TLR SCALE:

START DATE: January 2023

The SEND Co-ordinator will provide professional leadership and management in order to secure flexible curriculum pathways with high quality teaching, use resources effectively, ensure that statutory responsibilities are fulfilled, and improve standards of learning and achievement of all SEND students.

The postholder will:

* Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
* Build positive and respectful relationships across the school community.

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| School culture and behaviour | * Promote an ethos and culture that supports the school’s SEND policy and promotes ambitious outcomes for students with SEND
* Create a culture where pupils with SEND experience a positive and enriching school life
* Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
* Ensure a culture of staff professionalism
* Encourage high standards of behaviour from pupils
* Use consistent and fair approaches to managing behaviour, in line with the school’s behaviour policy
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| Teaching, curriculum and assessment | * Ensure the provision of a broad, structured and coherent curriculum for pupils with SEND
* Support and advise staff in order to establish and sustain high-quality teaching across subjects and phases, based on evidence
* Oversee the transition of pupils with SEND across key stages to ensure progress and continuity in provision
* Analyse assessment results and ensure the progress of pupils with SEND is tracked and monitored
* Establish intervention programmes for pupils with SEND
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| Additional and special educational needs and disabilities | * 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
* Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
* Make sure the school fulfils statutory responsibilities towards all pupils with an Education, Health and care plan and apply for new EHCP assessments for those students meeting thresholds for EHCP funding
* Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
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| Strategic development of SEND provision | * Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision
* Contribute to the School Improvement Priorities and whole-school policy, in terms of SEND and Learning Support
* Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Improvement Priorities
* Maintain an up-to-date knowledge of national and local initiatives and research which may affect the school’s policy and practice
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| Organisational management and school improvement | * Establish and oversee systems, processes and policies related to Special Educational Needs so the school can operate effectively
* Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care
* Ensure rigorous approaches to identifying, managing and mitigating risk
* Ensure effective use of budgets and resources
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| Governance, accountability and working in partnership | Report to the governing board as appropriate* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
* Work successfully with other schools, organisations and external agencies to meet students’ needs
* Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils
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| **Staff management and professional development** | * Performance manage SEND staff, including carrying out appraisals and holding staff to account to their performance
* Manage staff well with due attention to workload
* Ensure staff have access to appropriate, high-standard professional development opportunities
* Keep up to date with developments in education
* Seek training and continuing professional development to meet their own needs
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**Person Specification**

The person specification shows the abilities and skills necessary to carry out the duties in the job description. You should indicate clearly how you meet these requirements with examples of impact when completing the application form and supporting statement.

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| **Essential** | **Desirable** |
| **QUALIFICATIONS AND EXPERIENCE** |
| * Qualified Teacher Status or Qualified Teacher Status (QTS).
* More than 2 years’ experience of successfully teaching pupils with a wide range of learning difficulties in both mainstream and special settings.
* The national award for Special educational needs coordination (or willingness to complete this)
 | 5 years’ qualified teacher status.Evidence of a completed significant further relevant study in an aspect of education or special educational needs.Experience working with external agencies to support young people and families |
| **SKILLS AND KNOWLEDGE** |
| * Understanding of high-quality teaching, and the ability to model this for others and support others to improve
* Effective communication and interpersonal skills
* Ability to communicate a vision and inspire others
* Ability to build effective working relationships
 | Knowledge of DfE statutory guidance for Additional needs and SEND |
| **PERSONAL QUALITIES** |
| * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.
 | Have a high emotional intelligence |

# **Notes:**

This job description may be amended at any time in consultation with the postholder.