JOB DESCRIPTION

**JOB TITLE**: SENDCo / Inclusion Lead + Deputy Designated Safeguarding Lead

**JOB** **PURPOSE**

The SENDCo, under the direction of the headteacher, will:

* Determine the strategic development of special educational needs (SEN) policy and provision in the school;
* Be responsible for day-to-day operation of the SEN 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 and other agencies;
* The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

**Areas of responsibility and key tasks**

**A) Strategic Direction and Development of Inclusion Provision in the School**

* 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;
* Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP);
* Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice;
* Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.

 **B) Operation of the SEND Policy and co-ordination of provision**

* Maintain an accurate SEND register and provision map;
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support;
* 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 (LA)
* Analyse assessment data for pupils with SEN or a disability;
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

C) 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 for the pupil;
* Ensure records are maintained and kept up to date;
* 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;
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

**D) 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;
* Contribute to the school improvement 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 SEN policy;
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability;
* Lead and manage support staff working with pupils with SEN or a disability;
* Lead staff appraisals and produce appraisal reports;
* Review staff performance on an ongoing basis

**E) Deputy Designated Safeguarding Lead**

 **Job Purpose**

Supporting the Designated Safeguarding Lead within the setting for safeguarding and child protection.

 **Main Tasks**

Safeguarding Children:

* Supporting the implementation, promotion and review of the Safeguarding and Child Protection Policies and Procedures within the setting on an annual basis or as required.
* Supporting the main point of contact, as deputy DSL within the setting, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place.
* Liaise with SLT regarding child attendance, concern forms and incident forms to consider any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.
* Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
* Liaising with local children’s services and our LSCB as necessary.

The SENCO / Inclusion Manager will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

PERSON SPECIFICATION

**POST TITLE:** SENDCo / Inclusion Lead + Deputy Designated Safeguarding Lead

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| **CRITERIA** | **ESSENTIAL CRITERIA (unless marked as desirable (D))** |
| **Job Related Education and Qualifications and Knowledge** | * Qualified Teacher Status
* First Degree or equivalent
* National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
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| **Experience** | * At least five years successful teaching experience in the primary age range
* Experience of working at a whole-school level
* Involvement in self-evaluation and development planning
* Experience of conducting training / leading INSET
* Solid knowledge and understanding of teaching and learning throughout the Primary phase
* SENDCo / INCo experience (D)
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| **Skills & Knowledge** | * Sound knowledge of the SEND Code of Practice
* Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies
* Ability to plan and evaluate interventions
* Highly skilled in relevant ICT programmes (e.g. SIMS, CPOMS)
* Data analysis skills and the ability to use data to inform provision planning
* Understanding of the National Curriculum requirements, delivery of quality teaching and learning, differentiation, continuity, progression, assessment, recording and reporting
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| **Personal Skills** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
* Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
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| **Equalities & Safeguarding**  | * To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council’s Equalities Policy
* Commitment to Child Protection and Safeguarding
* Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people
* Demonstrate emotional resilience in working with challenging behaviours
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