

Job Description – Special Educational Needs and Disability Co-ordinator

Job Title: Special Educational Needs and Disability Co-ordinator (SENDCo)

Reports to: Deputy Headteacher

Purpose of the Role

- To ensure that the school's Special Educational Needs and Disability (SEND) provision is efficiently and effectively managed, meeting all legal and statutory requirements.

Main responsibilities

Work with the Assistant Headteacher (T&L) to deliver the school's SEND policy in the following key areas:

1 Strategic direction of SEND provision

- To work with SENDCO: Extended Leadership, to develop the practices of the department in order to improve progress for learners with SEND
- Ensure effective systems of communication, including feedback about students' learning, to inform future planning.
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND Information Report are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

2 Progress and Achievement of Students

- Monitor the achievements, welfare and discipline of students, and to follow up progress reviews, liaising with the pastoral team and parents when appropriate.
- Review data to identify students with unmet SEND needs.
- Liaise with subject departments, feeder schools (particularly regarding transition) and external agencies such as Exam Boards, EWO, EP, Alternative Education providers etc.
- Co-ordinate applications and ensure a robust process for Access Arrangements in external examinations, in conjunction with the Examinations Officer.
- To communicate with parents, completing or coordinating APDR cycles for appropriate students.

3 Teaching and learning

- Influence the school's Teaching and Learning Policy to promote inclusive teaching.
- Lead INSET where appropriate, including chairing and being a part of working parties.
- Provide opportunities for observation of colleagues/visits to other schools/guest speakers to share best practice.
- Collect and interpret assessment data gathered on students and use it to inform practice.
- Work with students, subject leaders and class teachers to ensure realistic expectations of behaviour and achievement is set for SEND students

- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Develop systems for colleagues to monitor and record progress made by students
- Support the Head in meeting statutory responsibilities for Education and Health Care Plans (EHCP) and their Annual Review
- Lead the Annual Review meetings EHCP students
- Track data and assess the provision given accordingly.

4 Leadership and Management

- Lead the team and be instrumental in planning for continual improvement contributing to the evaluation of the work of the department
- Promote an atmosphere of continuing professional development and share good practice with colleagues
- Contribute to the school's Development Plan
- Support the professional development of all staff, including newly qualified teachers and initial teacher training students
- Contribute to the selection and promotion of staff including the writing of references. Be involved in shortlisting and interview procedures
- To manage effectively all staff connected with the department
- Advise the head and Deputy head on all staffing matters within the department
- Appraise all departmental colleagues on an annual basis, in accordance with the schools Performance Management Policy
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Develop proformas for repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system
- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
- Ensure the establishment of opportunities for SEND Teaching Assistants to review the needs, progress and targets of students with learning difficulties.
- Provide regular information to the Head and governing body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review.
- Completion of SENDCO Award (within three years of taking up post).

5 Efficient and effective deployment of staff and resources

- Draw up the annual department budget and annual Departmental Development Plan
- Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including IT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school
- Maintain and review the Provision Map.

6 Curriculum

- Ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
- Manage the department's financial, teaching and material resources to ensure effective learning of all students.

- Contribute to the work of Curriculum Management.
- Construct the timetable of the SEN team.
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

7 Ethos and Culture

- Provide leadership in promoting an ethos and culture within the department that is in accordance with the aims of the school.

The SENDCo may also undertake such other duties that may be required from time to time at the request of the Headteacher.