**Job Title**

Special Educational Needs and Disabilities Co-ordinator

**Salary**

Current Salary + TLR2a

**Responsible to**

The Head Teacher and Governing Board

*The Special Educational Needs and Disabilities Coordinator (SENDCo) will be responsible for working with and supporting the school in several key areas. The fundamental task is to support the head teacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the inclusion, participation and learning of all pupils.*

*The SENDCo is a valued member of the SLT, providing high-level SEND oversight, acting as a champion for vulnerable pupils and promoting safeguarding and child protection at all times, all with the ultimate aim of ensuring all pupils with SEND enjoy success at Lakeside.*

**Main purpose of the job**

* Strategic direction and development of SEND provision in the school
* Teaching and learning
* Leading and managing staff
* Efficient and effective deployment of staff and resources

**Key accountabilities**

* Model a neuro-informed and neuro-affirmative approach and practice to all staff.
* Ensure that the school carries out its statutory responsibilities in accordance with each pupil EHCP and their defined SEND assessment.
* Oversee the day-to day operation of the school’s special education policy.
* Ensure appropriate staffing and resources in relation to each pupil’s EHCP, My Plan and defined SEND assessment, in line with school policy.
* Communicate with parents/carers, school employees, other agencies, and local authorities on the progress of pupils and the effectiveness of intervention and support strategies.
* Ensure that there is an integrated approach to the school’s SEND provision generally and for specific pupils.
* Exercise a key role in advising and assisting the head teacher with the strategic development of SEND policy and provision, including reviewing, and formulating policies.
* Liaise with the Behaviour & Inclusion Lead as well as the Pastoral Lead to identify appropriate therapeutic support.
* Prepare information for, and carry out, annual statutory reviews, responses to consultations or specific case conferences.
* Promote best practice and contribute to the aims and ethos of the school through inset and CPD for new teachers.
* To keep abreast of developments in SEND (e.g. research, changes to the law) and inform SLT and head teacher where appropriate.
* To undertake any reasonable task requested by the head teacher. This will include regular teaching and/or covering lessons.

**Duties and responsibilities**

**Strategic direction and development of SEND provision in the school**

The SENDCo will co-ordinate, with the support of the head teacher and within the context of the school’s aims and policies, the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided.

Key tasks may include:

* Strategic development of SEND policy/provision including identifying priorities for development and strategic planning for successfully achieving these priorities
* Ensure objectives to develop SEND are reflected in the school development plan
* Develop and embed systems which record and monitor progress of SEND pupils
* Evaluate effectiveness of teaching and learning, with a specific focus on the effectiveness of the delivery of SEND provision
* Analyse and interpret relevant school, local and national data
* Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation
* Carry out and chair all statutory annual reviews
* Co-ordinate and lead regular My Plan review windows to ensure a framework which supports staff in understanding and meeting the needs of SEND pupils

**Quality of education**

The SENDCo will seek to develop, with the support of the head teacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils’ needs, by monitoring the quality of teaching and standards of pupils’ achievements, and by setting targets for improvement.

Key tasks may include:

* Identifying and adopting the most effective teaching approaches for pupils with SEND including identifying and promoting learning skills that will develop pupils’ ability to work independently
* Monitoring teaching and learning activities to meet the needs of pupils with SEND through:
  + monitoring of teaching quality and pupil achievement
  + monitoring of target setting, including My Plans and provision maps
* Liaising with other schools to ensure continuity of support and learning when receiving and transferring pupils with SEND
* Undertaking day-to-day co-ordination of SEND pupils’ provision through close liaison with staff, parents and external agencies
* Provide professional guidance to staff to secure the best possible teaching for SEND pupils
* Assuming a regular teaching responsibility in the school to sustain quality of own teaching practice and leadership credibility as a teacher of pupils with SEND

**Leading and managing staff**

The SENDCo will support staff involved in working with pupils with SEND, ensuring all those involved have the information necessary to secure improvements in progress, teaching and learning.

Key tasks may include:

* Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND
* Contributing to the professional development of staff, including whole-school CPD provision
* Providing regular information to the head teacher and governing body on the evaluation and impact of SEND provision

**Efficient and effective deployment of staff and resources**

The SENDCo will identify, with the support of the head teacher and governing body, appropriate resources to support the teaching of pupils with SEND and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks may include:

* Identify resources needed to meet the needs of pupils with SEND and advise the head teacher of priorities for expenditure
* Advising head teacher and governing body on the efficient and effective deployment of staff
* Maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies

The SENDCo will assist in shaping the future of the school and ensure high quality outcomes for children. They should have the autonomy and initiative to make decisions and lead within what has been agreed at SLT level. As a pedagogical leader it is expected that they will model learning and play a key role in the professional development of staff.

This job description will be reviewed annually and may be subject to amendment or modification. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

**Person specification**

## Essential Qualifications

* Qualified Teacher Status (QTS)
* National Award for SEN Coordination (or willingness to complete within 3 years)
* Evidence of continued professional development in SEND and inclusion

## Experience

* Proven experience of working effectively with pupils with a range of SEND
* Experience of setting and reviewing EHCP and My Plan targets
* Experience of leading and managing staff or teams
* Experience of working with external agencies and multi-disciplinary teams
* Experience of developing and implementing SEND policies and provision
* Experience of contributing to strategic planning and school improvement

## Knowledge and Understanding

* Strong understanding of the SEND Code of Practice and statutory responsibilities
* Knowledge of EHCP processes and My Plan frameworks
* Understanding of neurodiversity and neuro-affirmative approaches
* Awareness of safeguarding and child protection procedures
* Familiarity with therapeutic and inclusive practices in education

## Skills and Abilities

* Ability to lead, inspire and support staff in delivering high-quality SEND provision
* Excellent communication and interpersonal skills with pupils, parents, staff and external agencies
* Strong organisational and time-management skills
* Ability to analyse data and use it to inform strategic decisions
* Competence in preparing and presenting reports to SLT and governors
* Ability to teach effectively and model best practice

## Personal Qualities

* Passionate advocate for inclusion and equity in education
* Empathetic and resilient, with a commitment to pupil wellbeing
* Reflective practitioner with a growth mindset
* Collaborative and solution-focused
* High expectations of self and others
* Commitment to ongoing professional development