



<b>POST TITLE:</b> Special Educational & Disabilities (SENDco)
<b>Salary Grade-:</b> Main Scale- Upper Pay Range
<b>Department:</b> School
<b>Responsible to:</b> Head Teacher
<b>Special Duties:</b> The SENDCo will oversee a team which includes: <ul style="list-style-type: none"> <li>• Teaching Support Staff</li> <li>• Admin. Assistant (SEND)</li> </ul>

### CORE PURPOSE OF THE POST

The SENDCo has an important role to play with the Senior Leadership Team and Governing Body, in determining the strategic development of SEND & inclusion policies and provision in the schools. The key task of the SENDCo is to ensure that the provision for pupils with SEND are both efficiently and effectively managed. The range of responsibilities delegated to the SENDCo with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND in line with the Code of Practice.

The SENDCo, with the support of the Senior Leadership Team and Governing Body, takes responsibility for the day-to-day operation of the federation's SEND and inclusion policies. The SENDCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCo is aware of the provision in the Local Offer and works with professionals to provide a support role to families to ensure that children with SEND receive appropriate support and high-quality teaching. Through the effective use of resources the SENDCo brings about improved standards of achievement of all pupils.

### Main Responsibilities

- Strategic direction and development of SEND provision;
- Teaching and learning provision for pupils with SEND;
- Leading and managing staff;
- Efficient and effective deployment of staff and resources.

### Strategic Direction and Development of SEND Provision

- Oversee the day-to-day operation of the federation's SEND and inclusion policies;
- Coordinate provision for children with SEND and other groups;
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning;

- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed;
- Ensure that the objectives of the SEND policies are reflected in the federation improvement plan;
- Liaise with and coordinate the contribution of external agencies;
- Up-to-date knowledge of national and local research and initiatives which may impact upon policy and practice;
- Work with the Headteacher and Governing Body to ensure the federation meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements.

### **Progress and Achievement of Students**

- Assess and review children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review;
- Analyse data to identify trends;
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice;
- Where a pupil is not making adequate progress, collaborate with teachers and parents on problem solving, planning support and teaching strategies for individual pupils;
- Play an active role in Pupil Progress Meetings;
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

## Teaching and Learning

- Ensure the teaching and learning and other relevant policies promote inclusion of pupils with SEND;
- Lead INSET regularly and where appropriate;
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice;
- Work with pupils, class teachers, subject and phase leaders to ensure the curriculum, teaching and learning environment promotes high expectations and matches SEND needs;
- Support developments and initiatives to improve standards across the curriculum;
- Oversee and monitor the quality of Provision Maps and maintain detailed information for subsequent meetings with parents;
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in Provision Maps;
- Review Provision Map targets in line with federation policies with parents, children, teachers and agree and communicate new targets;
- Lead the Annual Review meetings for pupils with Education, Health and Care Plans;
- Lead and oversee Interventions for groups of pupils;
- Support the Headteacher in meeting statutory responsibilities for SEND statements and their Annual Review;
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent and voluntary bodies;

- Lead 'Team Around the Child' meetings for pupils with SEND as and when required.

## **Leadership and Management**

- Lead the strategic vision for SENDCo and be instrumental in planning for continual improvement;
- Promote an atmosphere of inclusion and share good practice with colleagues;
- Advise on a graduated approach to providing SEND support;
- Advise on the federation's delegated budget and other resources to meet the pupils' needs effectively;
- Liaise with parents of children with SEND;
- Contribute to the federation development plan;
- Support the professional development of all staff, including newly qualified teacher, initial teacher training students and support staff;
- As directed by the Senior Leadership Team, manage effectively all staff connected with inclusion;
- 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 federation's own SEND policies;
- Ensure the establishment of opportunities for teaching support staff to review the needs, progress and targets of pupils with learning difficulties;

- Provide regular information to the Headteacher, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

### **Key Organisational Objectives**

The postholder will contribute to the federation's objectives in service delivery by:

- Enactment of Health & Safety requirements and initiatives as directed;
- Ensuring compliance with Data Protection legislation;
- At all times operating within the federation's Equal Opportunities framework;
- Commitment and contribution to improving standards for pupils as appropriate;
- Acknowledging customer care and quality initiatives;
- Contributing to the maintenance of a caring and stimulating environment for pupils.

The postholder may be required to work outside of normal school hours on occasion (e.g. to attend full Governing Body and/or Committee Meetings, etc.) with due notice.

### **Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities policies;

To be fully aware of and understand the duties and responsibilities arising from the Children Act, Keeping Children Safe Education and Working Together to Safeguard Children as this applies to the worker's role within the organisation;

To also be fully aware of the principles of safeguarding;

To ensure that the worker's line manager is made aware and kept fully informed of any concerns, which the worker may have in relation to safeguarding and/or child protection.

### **Safeguarding and Promoting the Welfare of Children**

- Undergoes the necessary training and collaborative working with the Designated Safeguarding Lead (DSL) so as to be able to deputise effectively in their absence;
- Substantial knowledge and effective experiences of current legislation and addressing the safeguarding issues;
- Ensures a safe and supportive federation culture and environment;
- Ensures the welfare of children is safeguarded and promoted in line with current best practice and LA advice;
- Identifies key features of staff recruitment that help deter or prevent the appointment of unsuitable people;
- In partnership with the DSL, develops and introduces policies and practices that minimise opportunities for poor safeguarding practice or abuse, ensure its prompt reporting if allegations or disclosures arise.

**Date of issue:**

**Signature of Post holder:**

Carry out such other duties as are required and as are commensurate with the grade of the post.



The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Person Specification - Special Educational Needs and Disabilities		
	Essential	Desirable
<b>Qualifications</b>	Qualified Teacher Status The SENDCo will have completed, be in the process of completing or willing to complete 'The National SENCo Award' if they are new to the role since 2009.	Evidence of continuous INSET with particular reference to SEND
<b>Experience</b>	The SENDCo should have experience of: <ul style="list-style-type: none"> <li>• Teaching Early Years, KS1 and 2</li> <li>• Qualified teacher with at least four years' experience in the primary sector</li> <li>• Evidence of continuing professional development</li> <li>• Evidence of working productively with colleagues in primary schools</li> <li>• Experience of leading a team of teachers on the curriculum initiative</li> <li>• Experience of budget management</li> <li>• Experience of training other teachers</li> <li>• Experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	In addition, the SENDCo might have experience of teaching the whole primary age range dealing with a range of SEND
<b>Knowledge and Understanding</b>	The SENDCo should have knowledge and understanding of: <ul style="list-style-type: none"> <li>• Strategies for meeting needs of pupils with SEND in a mixed ability class situation</li> </ul>	In addition the SENDCo might have knowledge and understanding of: <ul style="list-style-type: none"> <li>• Using comparative information about attainment</li> <li>• The funding support mechanism for SEND</li> </ul>

	<ul style="list-style-type: none"> <li>• The Code of Conduct and its practical application</li> <li>• The EHCP process and the evidence needed</li> <li>• Behaviour management techniques for groups and individuals</li> <li>• Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li> <li>• Good understanding of factors promoting effective transfer of learners from one phase of education to the next</li> <li>• Good understanding of the principles behind school improvement including improvement planning, monitoring, review and evaluation of progress</li> </ul>	<ul style="list-style-type: none"> <li>• The roles and responsibilities of educational psychologists and of learning and behaviour support services</li> <li>• Pastoral support plans</li> <li>• An understanding of the broader secondary and primary context and Government initiatives to raise achievement</li> <li>• Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress</li> <li>• Knowledge and understanding to support EAL children</li> </ul>
<b>Skills</b>	<p>The SENDCo will be able to:</p> <ul style="list-style-type: none"> <li>• Empathise with the difficulties of some pupils in accepting the curriculum</li> <li>• Raise progress and achievement of key groups</li> <li>• Ensure interventions reflect the individual needs of the child</li> <li>• Raise the standard of intervention led by support staff for pupils with SEND</li> <li>• Impact measure all interventions led by support staff and specialist staff</li> <li>• Work with the class teacher, support staff and Senior Leadership Team to raise the progress and achievement of key groups</li> <li>• Organise and sustain systematic support from a variety of providers for a range of learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Confident in the use of information and communication technology.</li> <li>• Good influencing and negotiation skills.</li> </ul>



	<ul style="list-style-type: none"> <li>• Manage the coordination of teaching support staff working with SEND pupils</li> <li>• Advise and motivate teaching staff with initiatives</li> <li>• Present clearly a wide range of specialised information to both educationalists and non-educationalists</li> <li>• Make consistent judgements based on careful analysis of available evidence</li> <li>• Excellent classroom practitioner</li> <li>• Good communication skills, both written and oral</li> <li>• Good presentation skills with the ability to enthuse and motivate others</li> <li>• Good organisation skills</li> </ul>	
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Willingness to share expertise, skills and knowledge</li> <li>• Sensitivity to the aspirations, needs and self-esteem of others</li> <li>• Commitment to team working</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy</li> </ul>	<ul style="list-style-type: none"> <li>• Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.</li> </ul>