



*Walking in the footsteps of Jesus;
Growing in the light of His love*

Job description: special educational needs co-ordinator (SENDCO)

St Hugh's Catholic Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Special educational needs and disabilities co-ordinator (SENDCO)

Salary: Competitive dependent on experience

Hours: Full time

Contract type: Permanent

Reporting to: Headteacher

Responsible for: SEND provision across the whole school

Main purpose

The SENDCO under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND 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
- fulfil the responsibilities of a teacher, as set out in the STPCD
- be willing to share best practice and support others to deliver exceptional learning opportunities for all children through a variety of strategies including coaching and/or leading interventions
- have consistently high expectations of yourself and your team so that behaviour, inclusivity and children's learning are of the highest standard
- be prepared to use your initiative to support and challenge all children and adults
- contribute effectively to senior leadership and whole school development
- be prepared to work flexibly as part of a collaborative school wide team
- drive strategic change by being forward thinking, reflective and aspirational
- be a good communicator with a strong sense of humour

Duties and responsibilities

As SENDCO

- Strategic development of SEND policy and provision
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision



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- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school Development plan (SDP)
- 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

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 SEND 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

Support for pupils with SEN or a disability

- Identify a pupil's Special Educational Need
- 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
- Ensure pupils support plans include SMART targets leading to improved outcomes
- 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



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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 learning support assistants (LSA's) working with pupils with SEN or a disability
- Review staff performance on an ongoing basis
- Carry out other reasonable tasks as directed by the Headteacher
- Actively promote the safety and welfare of our children and young people
- Liaise with subject leaders and colleagues at all levels of seniority with confidence, tact and diplomacy.

General duties

- To play a full part in the life of the school community, and support its distinct Catholic ethos by attending out of school events such as Masses, PTA events and other events as directed by Headteacher
- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required
- Lead whole school assemblies where required
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
- Manage and monitor budgets within your area

The SENCO 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.



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Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> Qualified teacher National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment Degree
Experience	<ul style="list-style-type: none"> Teaching experience Experience of working at a whole-school level Involvement in self-evaluation and development planning Experience of conducting training/leading INSET Experience of line-management of staff
Skills and knowledge	<ul style="list-style-type: none"> 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 Data analysis skills and the ability to use data to inform provision planning Effective communication and interpersonal skills Ability to build effective working relationships Ability to influence and negotiate Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> 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

Notes:

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

If you don't have all of the experience listed above, but are interested in applying, contact Karen Eaton (School Business Manager) k.eaton@sthughstimperley.org