

Job Description and Person Specification for the post of:

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

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| **School:** | |  | |
| **Job Title:** | | **TEACHER (SENDCo)** | |
| **Grade:** | | | **Main scale / Upper Pay Scale + TLR 2** | |
| **Responsible To:** | | | Headteacher in all matters and as applicable the relevant member of the school leadership group in respect of curriculum and pastoral matters | |
| **Responsible For:** | | |  | |
| **Key Relationships/**  **Liaison with:** | | | The postholder is expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum and its impact on the school SEND policy, with the aim of improving teaching and learning across the school.  The postholder will also be expected to network and liaise with SENDCo’s across the trust schools and wider, to ensure a consistency of approach regarding transition, etc. | |
| **Job Purpose:** | | | To take responsibility for the day to day operation of provision made by the school for pupils with SEND and work with other colleagues to provide professional guidance in the area of SEND, in order to secure high quality teaching and learning and the effective use of resources to bring about improved standards of achievement for all pupils. | |
| **MAIN DUTIES AND RESPONSIBILITIES:** | | | | |
|  | **Strategic direction** | | | |
| 1. | Develop, implement, monitor and maintain SEND policies and practices which reflect the school’s commitment to high achievement and which are consistent with national and trust strategies and policies. | | | |
| 2. | Establish short, medium and long term plans for the development and resourcing of the SEND function. | | | |
| 3. | Monitor the progress made in achieving plans and targets, and work with teaching staff to evaluate the impact on teaching and learning. | | | |
| 4. | As applicable, manage the professional development of staff within the SEND area and evaluate the impact on student progress. | | | |
| 5. | Coach all members of staff across the school to recognise and fulfil their statutory responsibilities to pupils with SEND. | | | |
| 6. | Disseminate good practice relating to SEND through INSET, coaching and mentoring mechanisms. | | | |
|  | **Teaching and Learning** | | | |
| 7. | Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods, through specialist providers. | | | |
| 8. | Develop and implement systems for recording individual pupils’ progress. | | | |
| 9. | Ensure schemes of work are differentiated appropriately and evaluate the impact on student progress. | | | |
| 10. | Evaluate the quality of achievement / attainment for pupils with SEND and set targets for quality controlled improvement. | | | |
| 11. | Support / lead interventions as necessary according need. | | | |
|  | **Leading and managing staff (only as applicable)** | | | |
| 12. | Develop an understanding of SEND across curriculum teams and individuals with the view of enhancing performance in this area. | | | |
| 13. | Develop coaching and mentoring systems to ensure the support and development of all staff working within the SEND area. | | | |
| 14. | Plan, delegate and evaluate work carried out by team(s) and individuals and ensure a consistent approach regarding SEND across the school and trust as applicable. | | | |
| 15. | Create, maintain and enhance effective relationships, promoting a creative and collaborative working environment. | | | |
|  | **Resource management** | | | |
| 16. | Identify resources needed to meet the needs of pupils with SEND and advise the Headteacher / Principal / Governing Body of priorities for expenditure. | | | |
| 17. | Monitor and control the use of these resources. | | | |
|  | **Legislation and guidelines** | | | |
| 18. | To ensure that the role and all SEND responsibilities across the school comply with the conditions of the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition compliance with:   * School / trust policies and guidelines on the curriculum and school organisation; * LA policy requirements; * National Professional Standards for Teachers; * The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment; * SEND Code of Practice. | | | |

**SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply:**

(a) The nature of the work may involve the postholder carrying out work outside of normal working hours within the remit of the current School Teachers’ Pay and Conditions Document.

(b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of the school/trust.

(c) Expenses will be paid in accordance with the Local Conditions of Service.

(d) This post is subject to an Enhanced DBS check regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Embrace Multi Academy Trust and the academies which form part of that seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

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| **School:** | |  | |
| **Job Title:** | **SENDCo** | |
| **Grade:** | **Main scale / Upper Pay Scale + TLR 2** | |

|  | **Essential** | **Desirable** | **How assessed** |
| --- | --- | --- | --- |
| Qualifications Qualified teacher status (QTS) or recognised equivalent.  National Award in SEN Co-ordination or commitment to completing this qualification within three years of appointment.  Evidence of continuous INSET with particular reference to SEND. | ****  **** | **** | App/Doc |
| Experience Of working as a SENDCo in the primary sector.  Evidence of continuing professional development.  Evidence of work with colleagues in primary schools.  Experience of training / developing other teachers.  Experience of setting targets and monitoring, evaluating and recording progress. | ****  ****  ****  ****  **** |  | App/Int/ Ref |
| Knowledge knowledge and understanding of:  The SEN Code of Conduct and its practical application.  The EHCP process and the evidence required.  Behaviour management techniques for groups and individuals.  Familiarity with a range of Special Educational Needs.  Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills.  Good understanding of factors promoting effective transfer of learners from one phase of education to the next.  Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress.  Using comparative information about attainment.  The funding support mechanism for SEND.  The roles and responsibilities of educational psychologists and of learning and behaviour support services.  Pastoral support plans.  An understanding of Government initiatives to raise achievement.  Knowledge and understanding to support EAL children.  Team Teach or other positive handling approaches. | ****  ****  ****  ****  ****  ****  **** | ****  ****  ****  ****  ****  ****  **** | App/Int/ Ref |
| **Skills**  Able to make consistent judgements based on careful analysis of available evidence.  Excellent classroom practitioner with good communication skills, both written and oral.  Good presentation skills with the ability to enthuse and motivate others.  Good organisation, influencing and negotiation skills.  Empathise with the difficulties of SEND pupils in accessing the curriculum.  Manage the co-ordination of teaching assistants in support of SEN pupils.  Organise and sustain systematic support from a variety of providers for a range of SEND. | ****  ****  ****  ****  ****  ****  **** |  |  |
| **Commitment**  Promoting the school’s vision and ethos.  Safeguarding and child protection.  Ability to lead by example and gain buy in from colleagues.  Commitment to team working.  Willingness to address challenging issues with clarity of purpose and diplomacy.  Excellent communication, resilience and calm under pressure. | ****  ****  ****  ****  ****  **** |  | App/Int/ Ref |
| **General Circumstances**  An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations | **** |  | App/Int |
| **Factors not already covered**  Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. | **** |  | Med |

**App = Application Form**

**Test = Test**

**Int = Interview**

**Pre = Presentation**

**Med = Medical Questionnaire**

**Doc = Documentary Evidence (E.g., Certificates)**