

**Job Description**

<b>Job Title</b>	Special educational needs and disability (SEND) Co-ordinator (Primary)
<b>Grade</b>	Leadership L1-4
<b>Responsible To</b>	Headteacher
<b>Staff Managed</b>	Relevant support staff depending on context of the school
<b>Job Family</b>	Senior Leadership Team
<b>Job Purpose</b>	<p>The SENDCO, as a member of the senior leadership team and under the direction of the Headteacher will:</p> <ul style="list-style-type: none"> <li>● Determine the strategic development of special educational needs (SEND) policy and provision in the school</li> <li>● Be responsible for day-to-day operation of the SEND policy, in conjunction with other staff, and co-ordination of specific provision to support individual pupils with SEND or a disability</li> <li>● Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>● Fulfil the responsibilities of a teacher, as set out in the STPCD</li> </ul>
<b>Job Context</b>	<ul style="list-style-type: none"> <li>● To work in partnership with the Lead Trust SENDCo and Director of SEND.</li> </ul>
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<p>As a member of the senior leadership team the job holder will:</p> <ul style="list-style-type: none"> <li>● Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision</li> <li>● Make sure the SEND policy is put into practice and its objectives are reflected in the academy development plan (ADP)</li> <li>● Maintain an accurate SEND register and provision map</li> <li>● Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support</li> <li>● Evaluate and advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment, and whether funding is being used effectively.</li> <li>● Analyse assessment data for pupils with SEND</li> <li>● Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness</li> <li>● Support with the identification of a pupil's SEND</li> <li>● Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness</li> <li>● Secure relevant services for the pupil</li> <li>● Ensure records are maintained and kept up to date</li> <li>● Review the education, health and care plan (EHCP) with parents or carers and the pupil</li> <li>● Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil</li> <li>● Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</li> </ul>

	<ul style="list-style-type: none"> <li>● Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Prepare, review and present information the Local Governing Committee is required to publish</li> <li>● Contribute to the academy development plan and whole-school policy</li> <li>● Communicate regularly with parents or carers</li> <li>● Identify training needs for staff and how to meet these needs</li> <li>● Lead CPD for staff</li> <li>● Share procedural information, such as the school's SEND policy</li> <li>● Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>● Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>● Maintain up-to-date knowledge of national and Trust initiatives that may affect the school's policy and practice</li> <li>● Be aware of the provision in the local offer</li> <li>● Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>● Be a key point of contact for external agencies, including the local authority (LA)</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● Commit to safeguarding and to promote the welfare of children, young people and adults, raising concerns as appropriate.</li> <li>● Maintain confidentiality as appropriate.</li> <li>● Undertake Designated Safeguarding Lead training.</li> <li>● Use discretion when responding to enquiries so as not to commit any breaches of confidentiality.</li> <li>● Have an awareness and knowledge where appropriate of the most recent safeguarding legislation.</li> <li>● Share information with teaching and support staff about at risk and vulnerable students, within the boundaries of confidentiality.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● Comply with the Trusts' policies and supporting documentation in relation to Information Governance including Data Protection, Information Security and Confidentiality.</li> <li>● Know about data protection issues in the context of your role</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future pupils and employees have equal opportunities.</li> <li>● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>● Develop own understanding of equality issues.</li> </ul>

<b>Flexibility</b>	<ul style="list-style-type: none"> <li>Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>Permanent &amp; significant changes would be subject to consultation; all staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>Understand own role and its limits, and the importance of providing care or support.</li> </ul>

### Person Specification

<b>Job Title</b>	Special educational needs and disability (SEND) Co-ordinator (Primary)	
<b>Grade</b>	Leadership L1-4	
<b>Responsible To</b>	Headteacher	
<b>Staff Managed</b>	Relevant support staff depending on context of the school	
<b>Job Family</b>	Senior Leadership Team	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Qualification</b>		
	<ul style="list-style-type: none"> <li>Degree level qualification</li> <li>Qualified Teacher Status</li> <li>National Award for SEN Coordination (NASENCO) (or willing to complete)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate first aid training (<i>dependant on the school's needs</i>)</li> <li>Further professional qualifications including Masters level, NPQSL, NPQML</li> <li>Coaching qualification</li> <li>Designated safeguarding lead training</li> <li>Further SEND qualifications</li> </ul>
<b>Knowledge</b>		
	<ul style="list-style-type: none"> <li>In depth understanding and knowledge of the SEND Code of Practice and associated legalities.</li> <li>In depth understanding of the inclusion agenda and how strategies across the Trust may be organised to ensure that barriers to learning are removed successfully.</li> <li>Knowledge of IT systems and proficient in the use of IT</li> </ul>	
<b>Experience</b>		
	<ul style="list-style-type: none"> <li>Successful teaching experience.</li> <li>Experience of working at a whole-school level</li> <li>Experience of conducting training to staff</li> </ul>	<ul style="list-style-type: none"> <li>Experience of the processes of monitoring in order to improve the quality of teaching and outcomes for children.</li> </ul>
<b>Occupational Skills</b>		

<ul style="list-style-type: none"> <li>● Ability to communicate (written and oral) effectively to a wide range of audiences.</li> <li>● Ability to problem solve, to diagnose problems, explore options and make accurate judgements.</li> <li>● Ability to make sound judgements on learning observed, giving quality feedback using a coaching model.</li> <li>● Good organisational and time management skills and ability to meet deadlines under pressure, to work as part of a team and independently.</li> <li>● Ability to lead and manage own work effectively and take responsibility for own professional development.</li> <li>● IT literate.</li> </ul>	
<p><b>Other Requirements</b></p>	
<ul style="list-style-type: none"> <li>● Enhanced DBS clearance</li> <li>● Strong emotional intelligence to be able to build trust, enable strong relationships and work collaboratively with others.</li> <li>● Commitment to own continuous professional development.</li> </ul>	