



## **SENDCo Primary Job Description:**

### **Main Purpose**

The SENDCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school as well as for Pupil Premium pupils
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

SEND performance:

- Work with teachers at Primley Wood to review and improve achievement amongst pupils with SEND.

### **Duties and responsibilities**

#### **Strategic development of policy and provision**

- Implement the strategic plan of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Responsibility for the contribution to school self-evaluation, with respect to provision for pupils with SEND or a disability
- Ensure the school SEND policy is implemented, monitored and reviewed regularly, and that the objectives of the policy are reflected in the school improvement plan where appropriate
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice and share these with key stakeholders
- Allocate funding against school needs in relation to SEND, Pupil Premium and medical needs and propose changes to make use of funding more effective

#### **Operation of policy and co-ordination of provision**

- Create and maintain an accurate SEND register and provision map
- Provide bespoke support to colleagues on teaching pupils with SEND or a disability, and coordinate and implement the graduated approach to SEND support
- Stay up to date with the provision in the local offer and coordinate within school
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be the key point of contact for external agencies, especially the local authority
- Analyse and report assessment data for pupils with SEND and Pupil Premium or a disability to key stakeholders

- Implement and coordinate intervention groups for pupils with SEND and Pupil Premium and evaluate their effectiveness

### **Support for pupils**

- Identify a pupil's SEND needs
- 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
- Review EHCPs with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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 SEND or a disability
- To be an exemplar for effective SEND practice through quality first teaching
- Maintain care plans for pupils with medical needs

### **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
- Report to the headteacher regularly on SEND
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy for SEND
- Identify training needs for staff and a plan for how to meet these needs
- Lead INSET for staff on a regular basis linked to SEND
- Share procedural information, such as the school's SEND policy
- Promote the school's ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Be a role model for virtues linked to the school's vision and ethos
- Where the role involves line management, as and where required:
- Lead and manage teaching assistants working with pupils with SEND or a disability and PPG
- Lead, co-ordinate and oversee the care for pupils with medical needs
- Lead staff appraisals where appropriate

The SENDCO 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 Inclusion Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

**Other responsibilities**

- Continuously develop own professional practice and keep up to date with all relevant policy developments.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Ensure that the budget allocated for SEND is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for pupils.

## Employee Specification:

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>• Degree</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Teaching experience</li> <li>• Experience of working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of line managing staff</li> <li>• Significant teaching experience in the primary age range</li> <li>• Substantial knowledge and understanding of learning and teaching in the primary age range</li> <li>• Understanding of the principles of Assessment for Learning</li> <li>• Experience leading SEND provision in primary phases</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills, and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Sound knowledge of how to support the needs of Pupil Premium pupils</li> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• Up to date knowledge &amp; understanding of the current national education agenda</li> <li>• Understanding of how children learn and effectively apply their learning</li> <li>• Understanding and track record of delivering to the cultural needs of pupils and parents</li> <li>• Can monitor and evaluate effectively</li> <li>• Can initiate and manage change</li> <li>• Can motivate &amp; inspire by setting and following high standards</li> <li>• Can seek advice and support when necessary</li> <li>• Can deal sensitively with a wide range of people: children, staff, parents, governors and wider stakeholders and resolve conflicts</li> <li>• Is sensitive and approachable, adapting easily to a diverse and changing situations</li> <li>• Can collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• Commitment to the school vision and ethos</li> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position</li> <li>• Effectively communicate orally and in writing to a range of audiences</li> <li>• Can negotiate and consult effectively</li> </ul>