

Job description: Special Educational Needs and Disabilities Co-ordinator (SENDCo)

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Job details

Job title: Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Salary: Main scale to UPS3 (plus TLR 1a) – salary may be negotiable.

Hours: Full Time

Contract type: Permanent

Reporting to: Senior Vice Principal

Responsible for: Line management of teaching assistants, relevant HLTAs and SENDCo Admin Support.

Main purpose

The SENDCO, under the direction of the Senior Vice Principal, will:

- Determine the strategic development of special educational needs (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 SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

While the SENDCo will have responsibility for the oversight of provision for pupils with SEND or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Manage the communication and actions required across the SEND Department
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- 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

- Oversee the short stay step out provision, Compass.

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 SEND 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 SEND or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND or a disability

- Identify a pupil's SEND
- 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 the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC), where a looked-after pupil has SEND or a disability
- Perform relevant diagnostic testing to help identify any additional needs

Leadership and management

- Work with the Senior Vice Principal 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 development 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 SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Lead and manage teaching assistants (ETAs) working with pupils with SEND or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

Other areas of responsibility

- 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 SENDCo will carry out. The postholder may be required to perform other duties appropriate to the level of the role, as directed by the Senior Vice Principal

SENDCo Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status (A) - E • National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment (A) - E • Degree (A) - E
Experience	<ul style="list-style-type: none"> • Relevant and current / recent teaching experience in an 11-16 school (A) - E • Experience of working at a whole-school level (I) - D • Involvement in self-evaluation and development planning (I) - D • Experience of conducting training/leading INSET (T) – D • Line management experience (I) - D
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice (I) - D • Understanding of what makes 'quality first' teaching, and of effective intervention strategies (I) - E • Ability to plan and evaluate interventions (I) - E • Data analysis skills and the ability to use data to inform provision planning (T) - E • Effective communication and interpersonal skills (I) - E • Ability to build effective working relationships (I) - E • Ability to influence and negotiate (I) - D • Good record-keeping skills (I) – E
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 (I) - E • Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability (I) - E • Ability to work calmly under pressure and prioritise effectively (I) - E • Commitment to maintaining confidentiality at all times (I) - E • Commitment to safeguarding and equality (I) – E • A good Sense of humour and solution focused person (I) - E

Evidence:

A = Application. T = Task. I = Interview.

Importance:

E = Essential. D = Desirable.

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 jh@snhs.uk