



THE STOUR FEDERATION SCHOOL SENDCO JOB DESCRIPTION

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

To deliver high quality leadership and management of special educational needs at school level.

To provide strong personal and professional day-to-day operational leadership and management for SEND in order to secure consistently high quality adaptive teaching, effective use of resources and improved standards of learning and achievement for all learners.

PRINCIPLE RESPONSIBILITIES

The postholder is responsible to:

- Trust SENDCO.
- Headteacher.
- Colleagues in the school in order to promote a shared understanding of special educational needs and disabilities, with the aim of improving outcomes for pupils with SEND.

The postholder is responsible for:

- Coaching, mentoring and development of staff with regard to SEND and inclusion.

LEADERSHIP AND MANAGEMENT

- Create a climate which enables staff to develop and maintain positive attitudes towards SEND and inclusion and confidence in adaptive teaching.
- Continually strive to promote and embed the Trust Inclusion Strategy into all areas of school life and the culture of the school.
- Be a passionate and strong leader of SEND by working effectively with individual teachers in lessons and in their planning teams.
- Support the Trust SENDCO to identify staff professional learning needs in the area of SEND and help to coordinate and keep a record of training across the school.
- 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 Local Academy Council is required to publish.

- To lead training and moderation for SEND so that teaching knowledge, confidence and competence improves, including teaching assistants, and the quality of learning for all is strengthened.
- Liaise with Trust and external colleagues to gain advice and support where needed.
- Organise school events which inspire a strong engagement in SEND and inclusion, including surgeries, workshops and visiting speakers.
- Communicate with Local Academy Council governors in order for them to monitor the quality of provision and learning for children with SEND.
- Communicate with parents in order for them to be well informed about their child's learning and are able to support their children's learning at home.
- Seek to gain further accreditation and development for your leadership skills.
- Keep up to date with current developments in SEND and disseminate information as appropriate.

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.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEND Policy is put into practice, and that the objectives of this policy are reflected in the school's improvement plan.
- Regularly meet with the Trust SENDCO and other SENDCOs from across the Trust to collaborate and share best practice and new ideas in order to improve overall SEND provision.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

OPERATION OF THE SEND POLICY

- Maintain an accurate SEND register and provision map and contribute to the school's vulnerable learners map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support.
- 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.
- With the Trust SENDCO and Headteacher, lead on the evaluation of SEND and inclusion across the school: analysis of performance data across the curriculum, triangulated with lesson observations, work in books and pupil voice.
- Support teachers to plan intervention programmes ensuring they are evidence based, measurable and evaluated in line with pupil progress meetings.

SUPPORT FOR PUPILS WITH SEN OR A DISABILITY

- Identify individual pupils' special educational needs and ensure SEND Identification Trackers are completed with teaching staff.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.

- Secure relevant services for the pupil and manage referrals to outside agencies.
- Ensure records are maintained and kept up to date and all SEND documents are appropriately filed on the Shared Drive, paper files and on CPOMS.
- Work with teachers to prepare paperwork for EHCP reviews and annotate EHCP plans.
- Review EHCP's with parents or carers and the pupil, in line with SENDAR dates and process.
- Communicate regularly with parents or carers and respond to their queries and requests for support and advice.
- 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.
- Ensure ILPs and EHCP Trackers are created and reviewed by teaching staff in line with the Trust's Graduated Approach Cycle.
- Oversee the writing of Pupil Profiles for all children on the SEND register and ensure that pupil voice is collected at least once a year.
- Support the Trust SENDCO by compiling evidence for EHCPA requests.
- Support teachers when needed with parent SEND meetings.
- Attend termly SENDAR SENDCO network meetings and be involved in further SENDCO Communities of Practice.
- Work with the Trust SENDCO to plan the allocation of the annual Educational Psychologist and Specialist Teacher assessments and then manage the diary appointments, consent forms and teacher documents to support visits through the year.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

GENERIC DUTIES AND RESPONSIBILITIES

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:

- Trust and school policies and guidelines on the curriculum and school organisation.
- Teachers' Standards.
- SEND Code of Practice.
- National Curriculum.

The School SENCO will be required to safeguard and promote the welfare of children and young people, and follow school and Trust policies and the Staff Behaviour Policy (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 School SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher and Trust SENDCO.