

**Job Description – SENDCo**

Hours: 35 hours per week, Monday to Friday

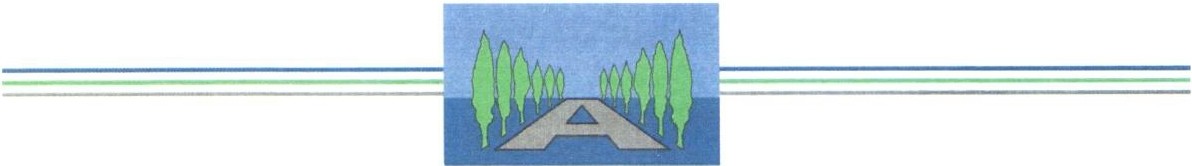
Reporting to: Deputy Headteacher

Leadership Scale: 10 - 12

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| **Job Purpose** | Lead on the review of Education Health and Care Plans across the school.  To be responsible for the development, organisation, review and evaluation of delegated aspects of the School Development Plan.  Have a strategic overview of the school’s SEN Policy and its implementation.  Contribute to the overall strategic direction of the Avenue School by modelling its values and vision as well as motivating others in order to create a shared learning culture and positive climate. |
| **Leadership** | Lead on the co-ordination of the Annual Review Process including Adulthood Plans and transition reviews.  With colleagues on SLT, analyse school, local and national data and develop appropriate strategies and interventions  Develop relevant whole school policies, ensuring they are compliant with the SEN Code of Practice, meet national and school priorities.  Effectively promote SEND as a whole school priority  In collaboration with senior colleagues monitor and evaluate the quality of teaching and learning  Line manage identified members of staff and undertake their appraisal, ensuring the process is effectively completed within the school guidelines.  Effectively deploy the Assistant SENDCo  Monitor the progress and achievements of students on an identified learning pathway.  Line manage teaching staff on an identified learning pathway. |
| **Specific Areas of Responsibility** | Oversee a robust, child-centered approach to Annual Review Meetings  Review of the SEND Policy, SEND Information Report, the Local Offer and other related policies as requested by the Headteacher.  Liaise with professionals outside of the school, make referrals and co-ordinate assessments for individual pupils - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists  Provide advice, guidance and training to classroom teachers, teaching assistants and support staff on supporting pupils with SEN, all aspects of the annual review process and associated paperwork.  Keep up to date with national and local policies related to SEN and cascade information to colleagues.  Attend SENDCo Network meetings and keep colleagues on SLT updated on the latest initiatives.  Arrange training for individuals, small groups and teams from other professionals eg Hearing Impaired Specialist  Co-ordinate the school referral system for internal and external intervention/assessment.  Attend and contribute to Triage meetings with the Behaviour Support and Personal Development/Wellbeing teams in order to allocate interventions to pupils across the school.  Develop and monitor systems to measure the effectiveness of interventions and their impact on pupil progress against their outcomes.  Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor support plans.  Network and proactively look for new and effective links with external agencies to support pupils.  Ensure effective communication and consultation with parents and other stakeholders.  Work closely with the school Family Worker to support parents  Co-ordinate Destination Team Meetings with key school staff to ensure good outcomes for our students and an efficient transition |
| **Teaching and Learning** | Provide staff with appropriate direction, guidance and support to meet the needs of pupils.  Participate in the recruitment and selection of school staff.  Address professional practice which is unsatisfactory and ensure staff development needs are identified and met.  Work with teachers to annotate EHCPs so that:   * they accurately reflect each pupil’s strengths and needs * each child has outcomes that are both relevant and provide challenge * outcomes are in line with our school curriculum and small steps of progress can be tracked * provision is relevant, up-to-date and implemented |
| **Knowledge and Skills** | The SENDCo should demonstrate their knowledge and understanding of:   * Legislation which is central to the teaching of children and young people with special needs. * Legal timeframes within which the annual review process has to be delivered * School improvement and effectiveness strategies including the process of school self-evaluation. * Processes and systems for quality assurance within subject area(s). * Implementing change. * The application of information and communications technology (ICT) to curriculum areas. * The legislative and policy frameworks which govern education at national and local levels. * The range of external influences which have an impact on school strategic and operational planning. * The impact of new technologies. * Models of teaching and learning appropriate in a school for children and young people with special needs |
| **Personal Qualities** | * Resilience * Humour * Social-awareness * Empathy. * Emotional intelligence. |

I have read the Job Description and person specification and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.

Signed: Date:



**Person Specification – SENDCo**

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| **Attributes** | **Criteria** | **Essential**  **Desirable** | **Evidence base** |
| **Qualification** | * Degree Level qualification * Qualified Teacher Status * Further postgraduate qualification - National Award for Special Educational Needs Coordination (NASENCO) * Specialist SEN Qualification | **E**  **E**  **E**  **D** | Application form  Interview |
| **Professional Knowledge, Skills, Abilities & Experience** | * Practicing SENDCo * Knowledge of inclusive practice and strategies relating to learners with additional /special educational needs within Schools and the wider community * Sound knowledge of the SEND legislation and how to be compliant * Knowledge of how to prepare High Needs bids/Increased funding * Understanding of safeguarding and child protection procedures/PREVENT guidelines * Highly effective leader of teams and individuals, empowering them to work autonomously as needed and building high levels of team cohesion. * Confident and fair, employing high-level leadership skills and well-developed interpersonal skills in working with teachers and support staff. * Able to develop positive working relationships with parents and a range of stakeholders. * Highly child-centred, supporting students to be aspirational and encouraging them to work independently, taking control of their own learning progress and developing them for the future. * Experience of reporting SEND data to governors and outside / website audience * Adept at using and handling data in a focussed and logical way to monitor performance closely and identify or address issues. * Maintaining an up to date knowledge of both local and national educational/organisational strategies which may influence the school. | **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E**  **E** | Application form  Interview  Presentation  Written Task  References |
| **Other Relevant Skills** | * Excellent verbal and written communication skills and able to construct high quality reports. * Well-developed IT skills and a strong commitment to embracing the benefits of new technologies in teaching, learning and assessment. * Work to tight deadlines and be flexible with the need to change work practices as needs arise. * Work effectively across the whole organisation * Ability to manage time effectively. | **E**  **E**  **E**  **E**  **E** | Application form  Interview  Presentation  Written Task  References |
| **Personal Attributes** | * Strong commitment to equality for children and staff * A recognition of the need to embrace and celebrate diversity and an awareness of safeguarding / health and safety needs * High professional integrity and an ability to maintain the utmost confidentiality. * Ability to deal with the ambiguous and unplanned. * Remain optimistic and retain a sense of proportion * Act with discretion and sensitivity * Demonstrate sound judgement * Sense of humour | **E**  **E**  **E**  **E**  **E**  **E**  **E** | Application form  Interview  Presentation  Written Task  References |