



Job Description – SENDCO

Main purpose

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

- Determine the strategic development of special educational needs (SEND) policy and provision in the schools
- 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 in the localities
- 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.

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 schools, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plans
- 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 relevant changes

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 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
- 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 individual pupil's SEND or seek external support to do so
- Co-ordinate provision that meets the needs of all pupils, and monitor its effectiveness
- Secure relevant services for pupils
- Ensure records are maintained and kept up to date
- Review EHCPs with parents or carers and the pupil
- Communicate regularly and professionally with parents or carers
- Support transitions to other schools, including specialist provision; ensuring that all relevant information is shared and transition plans are effective
- Promote 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

Leadership and management

- Work with the headteacher and governors to ensure the schools meets their 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 improvement 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
- Contribute to the leadership of Trust inclusion projects.
- Contribute to the evaluation of SEND practice and provision in other schools.

Other duties

- Participate in and lead staff meetings, INSET activities and parents' curriculum events
- Undertake other such duties as can be reasonably expected

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 post-holder may be required to do other duties appropriate to the level of the role, as directed by the headteachers and Director of School Improvement.

This list is not exhaustive and may require additional work commensurate with the post.

Signed Date

Employee

Signed Date

On behalf of St Christopher's Multi Academy Trust