



School: Walter Halls Primary School

Post Title: Special Educational Needs & Disabilities Co-ordinator (SENDCO)

Accountable to: Headteacher

Accountable for: Effective provision of SEND at Walter Halls Primary School

PART A

Professional Duties:

As a teacher employed by Nottingham City Council you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the School Teachers' Pay and Conditions Document available for inspection in the school.

Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your headteacher who may involve officers of the Education Department as appropriate. You may be accompanied at this meeting by a representative of your trade union, if you so wish.

Directed time:

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your headteacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your headteacher.

PART B

Duties and Responsibilities

The post requires you to teach pupils in the primary age range within the professional duties of a teacher under the School Teachers' Pay and Conditions Document, and in addition to meet the National Standards for Qualified Teacher Status (including, if applicable, the additional duties and responsibilities for teachers in early years)

You are expected to carry out your duties in a way which enables the school to meet school, LA and national targets. You will contribute to the achievement of the school management plan, the post-OFSTED action plan and facilitate the achievement of changing short term objectives derived from action plans.

Duties and Responsibilities

To take responsibility for the day-to-day operation of provision made by the school for pupils with SEN/D. To provide professional guidance in the area of SEN/D in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

To be a member of the Senior Leadership Team contributing to the strategic management of the whole school.

The post carries a SEND Allowance and the following duties are required of you over and above those common to the majority of teachers in the school:

Planning and Development

- Ensure the development and implementation of the school's SEND policy in order to raise achievement and improve the quality of education provided.
- Support staff in understanding the learning needs of pupils with SEN/D and the importance of raising their achievement.
- Ensure that the objectives of the SEND policy are reflected in the school management plan.
- Ensure that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
- Monitor the planning and preparation of lessons and courses for pupils.
- Monitor the delivery of lessons to pupils.
- Monitor how effectively the Teaching Assistants assess the development, progress and attainment of pupils.
- Devise systems for recording and reporting on the development, progress and attainment of pupils.
- Use the school's assessment tracker systems to contribute to assessment data for vulnerable and SEND pupils.
- Monitor the progress made in setting objectives and targets for pupils with SEN/D assist in the evaluation of the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Liaise with and co-ordinate the contribution of external agencies. Liaising with outside agencies, e.g. Paediatricians, Educational Psychologists, Occupational Therapists, Physiotherapists, Behaviour Support Team, MALT, SALT, CAMHS, IES, and contribute to devising, implementing and monitoring multi – agency packages of support.
- Liaise with health care professionals regarding pupils with chronic medical conditions, e.g. Epilepsy, Diabetes, Cerebral Palsy (Haemoplegia), Burn Victims.
- Oversee the implementation of care plans, feeding back information to health care professionals where necessary.
- Analyse and interpret relevant material, local and school data plus research and inspection evidence to inform SEND policy, practices, expectations, targets and teaching methods.
- Evaluate interventions in terms of cost and effectiveness, looking at the most effective use of the SEND budget to raise the attainment of all groups.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for teaching for pupils with SEND.
- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievement are set for pupils with SEND.
- Monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND.
- Develop systems for monitoring and recording progress made by pupils with SEND towards the achievement of targets set.
- Support the development of pupil's literacy, numeracy and information technology skills, as well as access to the wider curriculum.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.

- Support other staff in developing pupil's understanding of the duties, opportunities, responsibilities and rights of citizens.
- Know how to recognise and deal with stereotyping in relation to disability or race.
- Maintain effective partnerships between parents and school staff so as to promote pupil's learning; provide information to parents about targets, achievements and progress.
- Develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when pupils with SEND transfer.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEND. To ensure that personal plans are prepared for all pupils at the School Action stage and above on the SEND register.
- Monitor short term planning to ensure that individual needs are being met

Leading and Managing Staff

- Support staff involved in working with pupils with SEND by ensuring all those involved have the information necessary to secure improvement in teaching and learning.
- Sustain own motivation and where possible that of other staff.
- Help staff to achieve constructive working relationships with pupils with SEND.
- Ensure opportunities are provided for learning support assistants and other teachers to review the needs, progress and targets of pupils with SEND.
- Provide regular information to the headteacher and governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.
- Contribute to and, where appropriate co-ordinate the professional development of staff including learning support assistants.
- Continually develop the effectiveness of staff in responding to pupils with SEND.
- Maintain accurate records of staff training, including monitoring when refresher training is required.
- Contribute to maintaining detailed pupil records in an accurate and timely way, following relevant procedure and ensuring confidentiality at all times.
- Develop positive relationships with families, taking a partnership approach ensuring support is provided both at the school and at home and sharing information where appropriate.
- Train Teaching Staff and Teaching assistants in specific planning, strategies and resources for particular groups of pupils, i.e. Dyslexia, ADHD and Autism.

Development of Staff and Resources

- Identify and establish with the support of the headteacher and governing body, appropriate resources to support the teaching of pupils with SEND and monitor their use in terms of efficiency, effectiveness and safety.
- Advise the headteacher and governing body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies, and to achieve value for money.
- Deploy, or advise the headteacher on the deployment of staff, including learning support assistants, involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

Other Professional Requirements

- Show commitment and contribute to the development and implementation of all school policies and practices.
- Support other teachers to positively manage pupil behaviour and discipline.
- Support line manager and other senior staff in the fulfilment of their duties and responsibilities.

In addition, you may be asked to undertake any other duties which may be reasonably regarded as within the nature of the duties and responsibilities of the post as defined, subject to the proviso that normally any change of a permanent nature shall be incorporated into the job description in specific cases.

Job Requirements

Special Educational Needs and Inclusion Leader

CATEGORY ITEM

PROFESSIONAL KNOWLEDGE & UNDERSTANDING

1. DfE recognised qualified teacher status;
2. Degree or equivalent;
3. NASENDCO Award – National Award for SENDCO must be obtained within three years of securing a SENDCO post;
4. Evidence of own responsibility for participation in professional development;
5. Delivery of professional development;
6. Evidence of training, knowledge and preparation for being a SENCO;
7. Knowledge and understanding of:
 - quality and standards in educational provision,
 - strategies to achieve effective teaching and learning of literacy and numeracy,
 - characteristics of effective teaching and learning styles, especially in relation to sustaining high standards of pupil achievement, good behaviour and promoting the spiritual, moral, social and cultural development of pupils with SEN,
 - devising, implementing and evaluating systems for identifying, assessing and reviewing pupil's SEN in relation to the schools SEN policy,
 - application of ICT to teaching, learning and management, especially in helping those pupils with SEN to gain access to the curriculum,
 - the resources which can help pupils with SEN and how they can be used to best effect,
 - relevant legislation, including the SEN Code of Practice and equal opportunities, and how these apply to pupils with statements as well as those without,
 - relevant research and national inspection evidence and the implications for SEN,
 - the requirements to communicate information effectively to LEAs, external agencies, parents and other schools and colleges on transfer,
 - the scope and role of external agencies in support of work with pupils with SEN,
 - how to contribute to the professional development of other staff in relation to SEN.

SKILLS AND ATTRIBUTES

8. Leadership skills – the ability to command credibility through the discharge of their duties and use their SEN expertise to influence others;
9. Decision making skills – the ability to solve problems and make decisions;
10. Communication skills – the ability to make points clearly and to listen and understand the views of others;
11. Self-management skills – the ability to plan time effectively and to organise oneself well;
12. To draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles.

EXPERIENCE

13. High quality classroom practitioner.
14. Curriculum management.
15. Resource management.
16. Personnel management.
17. Experience of teaching across the whole age range of the school.
18. Variety of experience of teaching children with SEN.

COMPETENCY IN

19. the efficient and effective management and deployment of resources including human;
20. achieving successful learning outcomes;
21. disseminating and encouraging the effective application of good practice;
22. providing equality of access to the curriculum for all pupils;
23. developing partnerships with outside agencies to extend the curriculum and enhance teaching and learning;
24. developing record systems which support the work of school staff;
25. making appropriate judgements over issues of confidentiality.

EQUAL OPPORTUNITIES

27. Awareness, understanding and commitment to the pursuit of equal opportunities and anti-racist education.