



Job Description - Special Educational Needs and Disabilities Coordinator/Class Teacher

Job Title: Special Educational Needs and Disabilities Coordinator/Class Teacher

Grade: Standard National scale in line with the current School Teachers' Pay and Conditions

School: The Marton Academy

Salary Scale: Main Pay Scale (+ SEN allowance)

Responsible to: Principal

Supervisory Responsibility: Teaching Staff, Support Staff and other staff related to SEND need in school.

Purpose

- To work collaboratively with other trust leaders and SEND Coordinators to implement the SEND Policy and contribute to its strategic development.
- To oversee the day-to-day operation of the policy with the aim of raising pupil achievement for pupils with SEND;
- Ensure effective inclusive practice for pupils on the SEND register in order for them to be independent.
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.
- To ensure own teaching is 'inclusion focused', in line with the revised Ofsted Framework

Areas of Responsibility and Key Tasks of the SEND Coordinator:

- Check (alongside SLT) on provision of pupils with SEND to ensure that progress for SEND pupils is maximised;
- Ensure school carries out its statutory responsibilities in relation to children with EHC Plans;
- Support all staff and provide CPD so that they have a good understanding of SEND;
- Analyse and interpret relevant school, local, trust and national data for SEND;
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision with the aim for SEND children to be as independent as possible.



Working Strategically

- Make a significant contribution towards annual audits, working closely with the Trust SENDCo and the school's Principal
- Maintain, update and publish the SEND Information report;
- Audit provision and ensure an up-to-date access plan is in place;
- Help to write development action plans with SLT for SEN following audits;
- Analyse CPOMS to highlight any trends in wellbeing and provision;
- Work closely with SEN specialists to improve provision for SEN children, including external audits and resulting action plans and CPD.
- Ensure legal and academy documents are up to date on the website.
- Ensure the SEND register is up to date (and this reflects on the MIS)
- Ensure annually (or when required) all care plans (medical) are up to date and signed and uploaded where needed.
- Arrange medical training for staff as required.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND (through quality first teaching);
- Work with staff to bridge any barriers to learning through:
 - Assessment of need;
 - Monitoring of teaching quality and pupil achievement;
 - Target setting. For example, provision maps EHC Plans;
 - Keeping accurate records.
- Collect and interpret specialist assessment data to inform practice;
- Undertake day to day coordination of SEND pupils' provisions through close liaison with staff, pupils, parents and external agencies;
- Work with the Senior Leaders, teachers and pastoral staff (including mid-day supervisors) to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Leading and Managing

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Contribute towards CPD for staff in staff development meetings;
- Provide regular (termly) information for the Principal and Trust SENDCo for scrutiny.



Effective Deployment of Support Staff and Resources

- Advise the Principal of priorities for staff deployment taking into consideration pupils with SEND at any given time throughout school; utilise resources with efficiency;
- Maintain resources and diagnostic toolkits;
- Use qualitative and quantitative measures of efficiency and impact (observations and data and provision maps);
- Work with external agencies to maximise resources made available.

Other Professional Requirements

- Arrange and coordinate all annual reviews of EHC Plans and Chair Meetings when necessary (and plan in advance);
- Attend transition meetings for pupils with SEND when necessary. For example, KS3;
- Contribute towards the trust's SEND Network Group and assist SLT, including the principal with the strategic development of the SEND Policy within your academy;
- SENDCOs must hold the National award for SEND coordination, NPQ for SENCO or be in the process of working towards this.
- Keep up to date with the latest thinking, research and CPD.
- Play an integral role in the coordination and writing of financial bids to ensure that resources for children with SEND are supported fully.



Person Specification SEND Coordinator/Class Teacher

| | Essential Criteria-candidates will only be shortlisted if they meet all these criteria | How identified | Desirable Criteria | How identified |
|---------------------------------|--|---|---|----------------|
| Qualifications | <ul style="list-style-type: none"> Qualified Teacher Status | A | <ul style="list-style-type: none"> Other educational/professional qualifications | A |
| | <ul style="list-style-type: none"> Degree/PGCE or equivalent qualifications | A | | |
| | <ul style="list-style-type: none"> Attained National Award for SEN or: Attained or currently working towards NPQ for SENCO | A | | |
| | | | | |
| Experience | <ul style="list-style-type: none"> Minimum of three years recent successful teaching | A | <ul style="list-style-type: none"> Experience of working in a SEND Coordinator role | A |
| | <ul style="list-style-type: none"> Evidence of providing excellent provision for all pupils and achieving high standards of progress for pupils with a range of ability, including children with Special Educational Needs | A I R | <ul style="list-style-type: none"> Experience of successful liaison with outside agencies | A I |
| | <ul style="list-style-type: none"> Experience of working with children with a range of SEN | A I R | <ul style="list-style-type: none"> Experience of conducting/leading CPD | A I R |
| | | | <ul style="list-style-type: none"> Involvement in whole school self-evaluation and development planning | A R |
| | | | | |
| Professional Skills & Knowledge | <ul style="list-style-type: none"> Sound knowledge of the SEND Code of Practice Understanding of what makes 'quality first' teaching, and of effective intervention strategies Ability to plan and evaluate interventions | <p>I</p> <p>A I</p> <p>A I</p> <p>A R</p> | <ul style="list-style-type: none"> Data analysis skills and the ability to use data to inform provision planning | A I R |



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|--------------------|---|---|--|--|
| | <ul style="list-style-type: none"> • Effective oral and written communication and interpersonal skills • Ability to build effective working relationships with parents, staff and outside agencies • Highly organised with excellent record keeping skills | <p>A I R</p> <p>A R</p> | | |
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| 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 • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality | <p>A I</p> <p>A I R</p> <p>A I R</p> <p>A R</p> <p>AR</p> | | |

Key: A-Application / R-Reference / I-Interview