



Name		Post	Special Educational Needs Co-ordinator
At Durham Johnston Comprehensive School everyone's first responsibility is to work towards the fulfilment of the school plan. While job descriptions vary, our common commitment to the welfare and success of our young people does not. Generic and specific duties are itemised below.			
Reporting to:	Headteacher		
Responsible for:	The provision of a full, successful and supported learning experience for students.		
Liaising with:	Head, Leadership Team, other Year and Subject Leaders, teaching and support staff, LEA representatives, external agencies, parents and Governors.		
Working Time:	195 days per year. Full Time		
Salary/Grade:	MPS/UPS plus TLR 1a		
Disclosure level	Enhanced		

Teacher post holders at Durham Johnston Comprehensive School are expected to exemplify seven virtues of Ethical Leadership

We define these virtues as:

Trust

Leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. They are honest about their motivations.

Wisdom

Leaders use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.

Kindness

Leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

Justice

Leaders should be fair, and work for the good of all children. Leaders should work fairly for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives

Service

Leaders should be conscientious and dutiful. They should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Their actions should protect high-quality education.

Courage

Leaders should work courageously in the best interests of children and young people. They protect their safety and their right to a broad, effective and creative education. They should hold one another to account courageously.

Optimism

Leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education provision to change the world for the better.

Responsibilities

1. To work within specific teams at Durham Johnston. The SENCo is responsible for managing Learning Support within our Inclusion Team. The SENCo will also work closely with the school's Leadership Group, transition team, Exam Officer and Curriculum & Standards and Pupil Well Being Committees.
2. To work within the Inclusion team to lead, manage and oversee the operation of Durham Johnston's SEND policy in accordance with the published national SEN policy and the SEND Code of Practice 2014.
3. To be a good role model and to provide support, guidance and care for departmental members. To develop a strong team ethic amongst colleagues. To identify and nurture talented staff and to contribute to the appointment and induction of new staff members. To manage and develop the team and to work closely with the 2nd in Department.
4. Responsible for the efficient and effective management and deployment of SEND personnel, including specialists and LSAs across the curriculum. To be responsible for Learning Support staff development and appraisal.
5. To know best practice in SEN and disseminate that to colleagues from a wide range of subject backgrounds. To lead the school community in promoting outstanding provision for SEND students. To work closely with Leadership Group to ensure a high quality of teaching, assessment and classroom support for SEND students within the mainstream and specialist setting.
6. To identify and track progress of key groups and plan early intervention where necessary. Confidently to know the progress and predictions of SEND students, and be assured of their veracity.
7. To help to co-ordinate staff training on SEND issues so as to ensure quality first teaching. To play a key role in coaching and training staff, by modelling and sharing best practice. To ensure high standards and expectations in terms of SEND provision and to ensure that staff think carefully about the needs of individual students. **To exemplify and model best practice in your own teaching.**
8. To support Leadership Group in establishing subject specific quality assurance measures for SEND students. To work effectively within existing whole school quality assurance measures.
9. To advise on the strategic development and to regularly review and refine SEND policy in conjunction with the school's Leadership Group.
10. To regularly report to external agencies, the school's staff committees and Governing Body. This will involve producing evidence based reports and improvement plans on an annual basis.
11. To work closely with parents and carers to ensure that student needs are met and that the school's ethos is promoted, explained and understood. To work with parents and to develop closer positive relationships, so that their opinions and thoughts about their children are valued.

12. To be well informed about SEND legislation, statutory requirements and to ensure that the school is compliant and aware of new initiatives that might offer greater support for our students. To work within local, regional and national networks to enhance the school's reputation for collaboration.
13. Co-ordinate provision for individual students with additional needs and to oversee day to day provision. Maintain the Learning Support register, student records, EHCP annual review meetings and other necessary administration.
14. Ensure all safeguarding policies and procedures are adhered to. Ensure health and safety practices and risk assessments are in line with appropriate school policies.
15. To manage resources responsibly and to work within a Value for Money provision model. To carefully manage resources for students and professionals within Learning Support.
16. Oversee pupil records with additional needs and ensure they are kept up to date. Work with the Leadership Group to ensure the school meets its responsibilities relating to the 2010 Equality Act regarding reasonable adjustments and access arrangements.
17. To work closely with the Exam Officer and Leadership Group to ensure that Access Arrangements are in place and manage the auditing for JCQ inspection.
18. To work closely with Year Leaders and the Inclusion Team to support students who are becoming disengaged or disaffected.

This job description is current and was reviewed on 21st January 2021, but following consultation with you, may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title. All posts will be reviewed annually.

Signed

Date