

The Ecclesbourne School

Learning Together for the Future

JOB DESCRIPTION Special Educational Needs Co-ordinator and Head of the Learning Support Faculty



Post Title:	Special Educational Needs Co-ordinator and Head of the Learning Support Faculty
Salary:	Main/Upper Pay Scale plus TLR 1 Band (£9,782 to £16,192)
Responsible strategically to:	Head Teacher
Responsible for:	All teaching and support staff working within the Learning Support Faculty
In addition to the duties summarized in your job description please refer to: <ul style="list-style-type: none">• The current year's statutory Guidance on School Teacher's Pay and Conditions (issued by the DfE) which details:<ul style="list-style-type: none">○ Conditions of Employment of Teachers other than Head Teachers○ Conditions of Employment of Deputy Head Teachers and Assistant Head Teachers○ Conditions of Employment of Head Teacher's (the duties of which you will be expected to carry out in the event of the absence of the Head Teacher from the School).• The current year's Professional Standards for Teachers.• The Conditions of Service for School Teachers (the Burgundy Book)	
You are required to preserve the confidentiality of any information regarding staff (in connection with their employment) and students and this obligation shall continue indefinitely. A breach of this requirement will be regarded as misconduct and as such may be grounds for dismissal.	
The School will endeavour to make reasonable adjustments to this job description and to the working environment in order to enable access to employment opportunities for disabled job applicants and/or to enable continued employment for an employee who develops a disabling condition.	
The duties summarised in your job description are indicative and we retain the right to include other reasonable duties which may be reasonably requested commensurate with the post held and duties undertaken. This job description may, after satisfactory negotiation has taken place, be modified by the Head Teacher to reflect or anticipate changes which occur over time at a local or national level	
As you are aware, any post working within a School includes substantial access to young people and all appointments are subject to an enhanced Disclosure and Barring Service check and a satisfactory result being received. All employees (temporary or permanent) are required to inform the School of any subsequent convictions or other matters whilst employed by the School. Failure to do so will result in the disciplinary process being invoked. All employees in posts eligible for an enhanced check are contractually required to undergo a re-check upon request.	

Signature Date

Name (please print)

Main duties/responsibilities

General duties
Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
Where a LAC has SEND, ensure effective communication with the relevant designated teacher.
Advise on the graduated approach to providing SEND support.
Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
Liaise with the parents of pupils with SEND.
Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
Have a sound knowledge of how relevant legislation, including the ' SEND Code of Practice ', impacts the school's SEND provision.
Understand how the needs of pupils with SEND change as they get older.
Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
Teaching and learning
Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Signature Date

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Leadership and management
Coordinate and support the full SEND team.
Support staff members to understand the needs of pupils with SEND.
Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
Ensure the school's SEND provision is inclusive at all levels.
Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
Ensure that learning support staff are supervised effectively.
Communication
Contribute to strategic leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
Recording and assessment
Ensure that the school's administrative work for SEND is effectively completed, including the following: <ul style="list-style-type: none"> • Learning support staff timetables • Reading timetables for pupils • Contact with outside agencies, e.g. careers and outreach agencies • The implementation of behaviour support plans by staff and their understanding by pupils
Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

Signature Date

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Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a degree in a relevant subject. • Have QTS. • Have taught at KS3, KS4 and KS5 for at least two years. • Have the National Award for Special Educational Needs Coordination qualification or willingness to complete it within three years of appointment. 	<ul style="list-style-type: none"> • Be a trained first aider. • Be familiar with end of KS testing.
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Working with and caring for pupils with SEND. • Working at whole-school level. • Experience of conducting training/leading INSET. 	<ul style="list-style-type: none"> • Leading a team
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to work with students and their families in a sensitive and positive way. • Demonstrate a sound knowledge of the SEND Code of Practice and its application. • Evidence that they have experience of behaviour management techniques for groups and individuals with SEND. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Make consistent judgements based on careful analysis of SEND data. • Communicate in both written and verbal mediums effectively. • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. 	<ul style="list-style-type: none"> • Demonstrate a greater understanding of how pupils with SEND develop. • Demonstrate a sound understanding of SEND funding on offer. • Support EAL pupils. • Improve current skills and demonstrate a willingness to develop further.
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A calm and caring nature. • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • A flexible approach towards working practices. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. • A commitment to equal opportunities and empowering others. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to promoting high quality care of children. • Dedicated to promoting their professional development. • Able to plan and take control of situations. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. 	<ul style="list-style-type: none"> • A commitment to contributing to the wider school community.

Signature Date

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