

# Job Description

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**Job Title:** Special Educational Needs Coordinator (SENDCo)

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**Location:** Great Yarmouth Primary Academy

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<b>Job title</b>	<b>Special Educational Needs Coordinator (SENDCo)</b>
<b>Salary Scale</b>	<b>MPS / UPS + TLR</b>
<b>Hours of Work</b>	<b>Full Time</b>
<b>Weeks Worked</b>	<b>52</b>
<b>Responsible to</b>	<b>Vice Principal</b>
<b>Location</b>	<b>Great Yarmouth Primary Academy</b>

### Main purpose of the role

- To support and/or lead the implementation of a broad, balanced and inclusive curriculum for pupils with Special Educational Needs and Disabilities (SEND).
- To lead on and promote high teaching standards, pupil achievement and progress for pupils with Special Educational Needs.
- To offer active support for SEN pupils regarding the Academy's Policies and Procedures, taking into account Teachers' Standards Teaching as required.

### Organisational relationships

- Reporting to the Vice Principal
- Line management of the SEND Manager and HLTAs.
- Liaison with Trust staff, external specialists and stakeholders, Academy Committee members, parents, carers, visitors and volunteers.

### Principal accountabilities and responsibilities

<b>Education standards and Achievement</b>	<ul style="list-style-type: none"> <li>• Demonstrably accelerate the academic progress of all SEND pupils.</li> <li>• Coordinate the assessment of pupils to identify special educational needs</li> <li>• To be responsible for the generation and maintenance of the Academy's SEND register and ensure that this information is shared with stakeholders as appropriate</li> <li>• Design and implement appropriate programmes to meet the needs of our SEN pupils.</li> <li>• Monitor and evaluate the implementation and impact of any SEN related programmes, keeping provision maps updated</li> <li>• Regularly meet with the line manager to update on Special Educational Needs and Disability (SEND) developments and pupil progression (referring to individual pupils, local updates and national level changes).</li> </ul>
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	<ul style="list-style-type: none"> <li>● Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required.</li> <li>● Ensure that the school carries out its statutory responsibilities regarding all pupils with an EHCP, including annual reviews</li> <li>● Ensure transition processes take full account of the needs of SEND pupils, including effective transfer of records and SEND documentation at transition points.</li> <li>● Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager.</li> </ul>
<b>Collaborative working</b>	<ul style="list-style-type: none"> <li>● Work with our Senior Leadership Team and Heads of Department to lead the development of the most effective teaching approaches for pupils with identified barriers to learning: <ul style="list-style-type: none"> <li>○ Model good practice with regards to supporting SEN pupils</li> <li>○ Supporting staff through visits to lessons</li> <li>○ Input into CPD/INSET opportunities</li> <li>○ 1-1 (or group) support of staff on all matters of SEND as appropriate.</li> </ul> </li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Lead and deploy the teaching/classroom assistant team according to pupil need so that they accelerate progress and attainment as appropriate.</li> <li>● Create a climate for learning within teams and support the notion that all teachers are also learners.</li> <li>● Commit to embedding equality, diversity and inclusion in all activities.</li> </ul>
<b>Liaison and Engagement</b>	<ul style="list-style-type: none"> <li>● Regularly meet and establish cohesive relationships with parents, ensuring effective communication between home and school.</li> <li>● Liaise with external agencies, where appropriate, to ensure coherence and appropriate transparency of intervention.</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>● Keep up to date records on all SEND pupils to ensure that the most effective strategies are identified and in place, in line with GDPR compliance.</li> <li>● Complete and submit funding applications and returns in a timely way, for example to the LA.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>● To undertake all duties in accordance with the standard teachers job description and the teacher standards as published by the DFE, (job description available from HR).</li> <li>● To maintain high professional standards at all times.</li> </ul>

## Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential

- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

## **Performance Management**

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

## **Context**

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

## **Miscellaneous**

To undertake any further tasks which could be reasonably expected by the Trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice.

The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy.

**The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.**

Person Specification	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified or working towards National award for SENDCo</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working / teaching / caring for children of relevant age</li> <li>• Working in partnership with parents</li> </ul>	
<b>Professional Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Able to make decisions, identify and solve problems based on thorough analysis and sound judgement.</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Excellent attention to detail</li> <li>• Excellent record keeping</li> <li>• High professional standards</li> <li>• Ability to promote the school's aims positively and use effective strategies to monitor motivation</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge of the monitoring, assessment and recording of pupils' progress.</li> <li>• Knowledge of the statutory requirements of legislation concerning equal opportunities, health and safety, SEND and child protection</li> </ul>	

This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder's professional responsibilities and duties.

Signature .....

Date .....

Name .....