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| **Job Title:**  Lead SENDCO | **Directorate:**  St Paul’s Primary School | **Grade:**  Main scale – UPR + SEN Allowance |
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| **Organisational information:**  **Responsible to:** Headteacher  **Responsible for:** SEND Provision    **Functional links with:** Pupils, staff, parents/carers, SLT, LA offices, Governors, Teachers at other schools and other agencies as necessary. | | |

**Job Description**

Primary roles and responsibilities of the SENCO:

**1. Leadership and Management of SEND Provision**

* **Leadership**: Lead and manage the school's SEND provision, ensuring that the school's policies and practices are in line with current legislation and best practices.
* **Strategic Planning**: Develop and implement the school's SEND policy and strategy. This may involve tracking student progress, identifying areas for improvement, and setting goals for SEND provision.
* **Team Coordination**: Work with a team of teaching assistants (TAs), learning support assistants (LSAs), and other staff members to deliver tailored interventions and support to students with SEND.

**2. Identification and Assessment**

* **Identification of Needs**: Oversee the early identification of students with special educational needs. This involves working closely with teachers, parents, and other professionals to spot potential SEND.
* **Assessment and Referral**: Coordinate the assessment process for students, ensuring they receive appropriate diagnostic testing when needed. This may include working with external professionals like educational psychologists, speech and language therapists, and others.

**3. Creating and Reviewing Individual Education Plans (IEPs)**

* **IEP Development**: Work with teachers and parents to create Individual Education Plans (IEPs) for students with SEND. These plans outline the specific support a student requires and set clear, measurable goals.
* **Reviewing IEPs**: Regularly review and update IEPs to reflect the progress and evolving needs of students. This involves tracking their academic performance and adjusting strategies accordingly.

**4. Monitoring and Tracking Progress**

* **Tracking Student Progress**: Monitor and assess the progress of students with SEND to ensure that interventions are effective. This may involve analyzing test results, observations, and feedback from teachers and parents.
* **Data Management**: Keep accurate records of assessments, interventions, and progress. This ensures that there is transparency and accountability in the provision of SEND support.

**5. Providing Staff Support and Training**

* **Staff Development**: Provide professional development and training for teachers and support staff on how to meet the needs of students with SEND. This can include training on differentiation, strategies for supporting specific needs (e.g., dyslexia, autism), and using assistive technology.
* **Support for Classroom Teachers**: Advise and support teachers on how to differentiate their teaching practices and adapt the curriculum to support students with SEND.

**6. Liaising with External Agencies**

* **Collaboration with External Professionals**: Work closely with external agencies and professionals (e.g., speech therapists, educational psychologists, social workers) to ensure that students receive comprehensive and coordinated support.
* **Parental Engagement**: Maintain strong communication with parents and carers, providing them with regular updates on their child’s progress, the support in place, and any recommendations for further action.

**7. Ensuring Compliance with Legislation**

* **Adherence to Legal Framework**: Ensure that the school complies with legal requirements relating to SEND, such as the **Special Educational Needs and Disability Code of Practice** and other relevant laws (e.g., the **Equality Act 2010**).
* **Transition Support**: Support students with SEND during key transitions, such as moving from primary to secondary school or transitioning to post-16 education or employment. This may involve creating transition plans and working closely with receiving institutions.

**8. Support for Students with EAL (English as an Additional Language)**

* Many SENCOs also play a role in supporting students with **English as an Additional Language (EAL)**, especially if their SEND is compounded by language barriers.

**9. Budget Management**

* **Resource Allocation**: Manage the SEND budget, allocating resources such as teaching assistants, assistive technology, and other support tools. Ensure that the funding is spent effectively to meet the needs of students.
* **Funding Applications**: Apply for additional funding or resources as necessary, particularly for students with high needs.

**10. Promoting Inclusion**

* **Inclusive Practices**: Promote an inclusive school culture where students with SEND feel valued and integrated into all aspects of school life, including extracurricular activities, social events, and academic lessons.
* **Peer Awareness**: Work on fostering awareness and understanding of SEND among the broader student body, creating a more supportive and empathetic school environment.

**11. Advocacy**

* **Champion for SEND Students**: Advocate for the needs of students with SEND, both within the school and to external stakeholders, ensuring that they have access to the appropriate resources, opportunities, and support.
* **School Community Leadership**: Act as a liaison between the school leadership team and parents, ensuring the voices of SEND students and their families are heard in decision-making processes.

**12. Continuing Professional Development**

* **Personal Development**: Engage in ongoing professional development to stay updated on best practices, research, and legal requirements related to SEND.
* **Networking**: Build connections with other SENCOs, professionals, and organizations to exchange ideas and resources.

Note: *This Job Description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder.*

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| **Date Job Description reviewed:** | November 2024 |

**PERSON SPECIFICATION**

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| **Job Title:**  Lead SENDCo | | **Directorate**:  St Paul’s Primary School | | **Grade:**  Main Scale-UPR+ SEN Allowance | |
|  | **Essential / Desirable** | | | | **Method of Assessment** |
| **Qualification & Experience** | Essential:   * To have QTS * National Award for SEN (or working towards) * Evidence of participation in relevant CPD * Evidence of participation in child protection/safeguarding children training. * ICT literate. | | | | AF, I |
| **Background and Experience** | * Qualified teacher with at least four years’ experience * Evidence of work with colleagues in school. * Understanding the importance of budget management * Experience of leading training to improve the quality of teaching and learning * Experience of working alongside other teachers in the development and learning * Experience of setting targets and monitoring, evaluating and recording progress * An outstanding classroom practitioner * Excellent understanding of current, relevant issues and national developments in SEN * Excellent skills in the use of data to evaluate effectiveness and quality of provision and to secure accountability * Evidence of working as a SENDCo * Safeguarding qualifications   Desirable:   * Leading and developing SEN team * Leading teams in schools | | | | AF, I |
| **Professional Knowledge and Understanding** | Essential:   * The SEN Code of Practice and its practical application * The Educational Health Care Plan process – identification, application and review * Good understanding of strategies required when working with children with the SEN strands * Behaviour management techniques for groups and individuals * Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills * Good understanding of factors promoting effective transfer of learners from one phase of education to the next * Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress * Highly developed understanding of effective pedagogy for SEN   Desirable:  In addition, the SENDCO might have knowledge and understanding of:   * Using comparative information about attainment * The funding support mechanism for SEN * The roles and responsibilities of educational psychologists and of learning and behaviour support services * An understanding of the broader secondary and primary context and Government initiatives to raise achievement * Knowledge and understanding to support EAL children * Knowledge of working with students with specifically high needs | | | | AF, I |
| **Skills** | * Empathise with the difficulties of SEN pupils in assessing the curriculum * Organise and sustain systematic support from a variety of providers for a range of SEN * Manage the co-ordination of teaching assistants in support of SEN pupils * Advise and motivate teaching staff with SEN initiatives * Present clearly a wide range of specialised information to both educationalists and non-educationalists * Make consistent judgements based on careful analysis of available evidence * Excellent classroom practitioner * Good communication skills, both written and oral * Good presentation skills with the ability to enthuse and motivate others * Good organisation skills * Confident in the use of information and communication technology. * Able to manage challenging behaviour of students and support colleagues to manage behaviour * Creative and imaginative thinker, able to anticipate problems and find solutions * Excellent organizational skills to meet deadlines and manage workload of self and others * Have high expectations of self and others and provide a role model for students and staff * Deliver high quality continues professional development opportunities for teachers around all areas of SEN. * Coordinate and plan the delivery of high-quality intervention to support the needs of students with SEN * Excellent IT skills | | | | AF, I |
| **Personal Qualities and Attributes** | * Cares deeply about the success of every child * Awareness understanding and commitment to the protection and safeguarding of children and young people * Has energy, enthusiasm and optimism * Open to advice, feedback and professional development * High integrity: honest, trustworthy and reliable * Willingness to share expertise, skills and knowledge * Sensitivity to the aspirations, needs and self-esteem of others * Commitment to team working * Willingness to address challenging issues with clarity of purpose and diplomacy * Equality of opportunity and inclusivity * Tactful and discreet and upholds and promotes the positive image of the school at all times * Values collaboration | | | | I, AF |
| **Date Person Specification reviewed:** | | | November 2024 | | |

\*Method of Assessment: AF = Application Form; I = Interview;

S = Selection Method; P= Presentation