



## **St Mary's Catholic Primary School, Studley**

### **Job description: Special Needs and Disability Co-ordinator (SENDCO)**

**Job title: Special educational needs co-ordinator (SENDCO) and designated teacher for LAC with responsibility EAL and Early Help**

**Salary:** [subject to experience and qualifications]

**FTE:** 0.40 (2 days per week)

**Contract type:** Part time/Permanent

**Reporting to:** Headteacher and Deputy Headteacher

**Responsible for:** Effective management, deployment and training of Teaching Assistants working with SEN pupils

### **Main purpose**

The SENDCO, under the direction of the headteacher/deputy headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### **Duties and responsibilities**

#### **Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Effectively lead and model teaching strategies and provision for SEN and disability.
- Swiftly identify and support families who would benefit from Early help intervention to improve outcomes for children.
- Work closely with classroom teachers to help children develop English language and learning strategies.
- Promote cultural awareness and help students in the social life of the school.

#### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Deliver SEN interventions to individual or/and groups of pupils.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment

- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, parents/guardians and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN, EAL, LAC or a disability
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness
- Liaise with the local authority and legal guardians/carers in order to promote the educational achievement of looked-after children and those who were previously looked after.

### **Support for pupils with SEN or a disability and those who are looked-after**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Manage budgets for SEN and LAC children when they are also in receipt of Pupil Premium funds.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Be the designated teacher for looked-after children.

### **Leadership and management**

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Work with the headteacher and governors to ensure the school meets its responsibilities outlined in 2018 DfE statutory guidance for looked-after and previously looked-after children.
- Keep the Senior Leadership Team fully informed with regard to SEN and disabled children and those who have additional needs, including those who are on the EAL register and those requiring early help intervention.
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants working with pupils with SEN or a disability

### **Other areas of responsibility**

The SENDCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or deputy headteacher.