



APPLEBY PRIMARY SCHOOL

Job Description – Special Educational Needs and Disabilities Co-ordinator (SENDCO)

Post Title: Teaching SENDCO

Salary: MPS/UPS Teacher Pay Scale plus SEND allowance

Responsible to: Headteacher

Core Purpose:

The **SENDCO**, under the direction of the headteacher, will determine the strategic development of special educational needs or disabilities (SEND) policy and provision in the school; be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND and ensure they make good progress; ensure that SEND provision is quality assured at all levels; provide professional guidance and ensure the provision of specialist training to colleagues, working closely with staff, parents and other agencies; ensure statutory requirements of the SEND code of practice are met and keep up-to-date with best practice; liaise with external agencies to ensure high quality SEND provision.

Duties and Responsibilities - SENDCO

Strategic Development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with Special Educational Needs and/or a disability.
- Ensure that the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being utilised effectively, and suggest changes to ensure that funding and resources are most effectively directed.
- Monitor the quality of SEND support by establishing and maintaining effective systems to evaluate the quality of provision and the impact on support and outcomes for pupils.
- Ensure that the objectives of the SEND Information Report are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.

Operation of the SEND Policy and Co-ordination of Provision

- Maintain an accurate SEND register and provision map.

- Provide guidance to colleagues on teaching pupils with Special Educational Needs and/or disabilities, and advise on the graduated approach to SEND support
- Advise SLT and Governors on the direction of the school's budget and other resources to meet the needs of pupils effectively, including the deployment of staff.
- Be aware of the provision in the local offer and maintain SEND Local Offer information on the school website.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other outside agencies with regards to SEND provision.
- Be a key point of contact for external agencies supporting pupils with SEND.
- Analyse assessment data for pupils with SEND – plan and action response to findings; working with SLT to ensure that the School Improvement Plan reflects continued development and improvement of SEND provision.

Support for Pupils with Special Educational Needs and/or Disabilities

- Support with the identification of pupils' Special Educational Needs, including through direction of assessment and support from external agencies including Educational Psychologists or Community Paediatricians.
- Ensure that appropriate Individual Education Plans (IEPs) or Individual Support Plans (ISPs) set appropriate targets and outline effective support to meet the needs of pupils.
- Ensure that relevant services are engaged to support pupils
- Review Education Health Care Plans with parents, carers, pupils and outside agencies, engaging EHCP advisor as appropriate
- Communicate regularly with parents or carers of pupils with Special Educational Needs and/or disabilities.
- If a pupil transfers to or from another school or setting, ensure that all relevant information is communicated or received and support a smooth transition.
- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Act as lead practitioner within SEND Early Help process to support pupils and their families and providing a single point of contact when working with a number of agencies.
- Act as the designated teacher for looked-after children, preparing plans and supporting SLT to most effectively deploy resources.

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.
- Prepare and review information the governing body is required to publish
- Contribute to School Improvement Plan and whole-school policy
- Support new TAs in their induction programme and assist TAs in their development, particularly with SEND development
- Support the continued professional development of team members by leading Appraisals of team members.
- Lead INSET/CPD for staff
- Contribute to the continued review and development of the school's SEND policy.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with special educational needs and/or disabilities

- Support the headteacher and senior leaders to effectively resource and direct teaching assistant support to best meet the needs of all pupils with SEND
- Develop staff performance within the SEND team through coaching, support, modelling and identification of CPD
- Develop continual development within the SEND team through creating and maintaining an environment where staff feel empowered; providing opportunities for colleagues to develop leadership skills.

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 to the level of the role, as directed by the headteacher.

Safeguarding

- Appleby Primary School is committed to keeping children, young people safe. The post holder is responsible for promoting and safeguarding the welfare of children and young people that she/he is responsible for or comes into contact with.
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.
- Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.
- Continue to embed a safeguarding culture within the team, ensuring the child always comes first.

Data Protection

- Work within the requirements of Data Protection legislation at all times ensuring student data is kept safe.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all the duties required to carry them out. The post holder may be required to undertake other duties and responsibilities that are commensurate with the nature and level of the post and flexibility is therefore required.

Duties and Responsibilities – Teacher

In addition to the duties and responsibilities of a class teacher on a part-time basis. These are laid out in the Class Teacher Job Description which should be read alongside this document.

