

Job Description	
Post Title: Special Educational Needs Coordinator (SENCo)	Grade: Teacher scale points 1-9 with a TLR2A increasing to L7-L10 upon successful completion of the mandatory SENCo qualification
	Location/Academy: Culloden Primary Academy
Responsible to: Principal, Assistant Principal/Principal Responsible for:	

Purpose of Job

- Manage the Special Educational Needs and Disabilities provision within the school, and ensure the school is fully compliant with the SEND Code of Practice at all times
- Fully contribute to and implement the recommendations agreed during the SEN Network group for Special Educational Needs and Disabilities within your school

Main Responsibilities

- The responsibilities and duties included in this job description are in addition to those of a class teacher for which please refer to the Class Teacher job description.
- Management of the provision of Special Educational Needs in your school, this includes the mainstream provision and any Special Education Unit
- Working alongside the principal and assistant principals, ensure that the special educational needs of individual children are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice and Disability Discrimination Act/Equality Act.
- In conjunction with the individual principal, to assess, report on and recommend access arrangements in tests and examinations as appropriate to pupils' individual needs.

Teaching and Learning

- To act as a role model of good classroom practice for other teachers, modelling effective inclusive strategies with them
- Identify and adopt the most effective teaching approaches for pupils with SEND

- Ensure the most effective use of school resources, including strategic deployment of SEND support staff, to support pupils with SEND adopt and demonstrate a child centred, dynamic approach to teaching, ensuring all pupils with SEND develop the ability to work independently and fulfill their learning potential
- Liaise with other schools (both inside and outside of Paradigm Trust) to ensure continuity of support and learning, including during transition phases
- Evaluate assessment data, and support teachers in the writing of individual education plans
- To contribute to the development and production of specialist resources for use with pupils with additional needs

Recording and Assessment of Data

- Set appropriately challenging targets for raising achievement among pupils with SEND
- Determine, deliver and promote effective methods to identify, assess and review SEND; collecting and interpreting data in order to ensure excellent progress for SEND learners
- Enable early identification and intervention through assessment and observation
- Design and deliver whole school and individual intervention programmes that meet the needs of all pupils with SEND
- Ensure termly meetings are held with parents (and relevant professionals) to review individual Educational Health and Care Plans
- In collaboration with class teachers (and wider support staff) maintain a positive dialogue and transfer of information with parents/carers (through structured conversations) about their child's progress

Training and Development

- To regularly plan with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils.
- Deliver and share training and development opportunities within school and across the wider Trust
- To attend weekly meetings with SEN Teaching Assistants (TA) to help them further develop their roles within the classroom.
- Maintain professional awareness of current research and thinking on good practice in the education of children with SEND and additional needs.
- Attend relevant courses/meetings and evaluate and report back to the Principal and other key staff on the essential issues
- Ensure teachers know the targets and strengths (including non-academic) for all pupils with SEND, and that they use strategies outlined in EHCPs (as well as the school's SEND database) to plan and differentiate effectively for all learners
- Provide support and training to teaching staff in relation to appropriate differentiation for pupils with SEND

- To support Class Teachers with the writing of annual reports to parents for pupils with SEND and additional needs.
- To establish and maintain professional relationships with schools, other services or agencies, parents and pupils to develop and sustain effective teaching and learning strategies for pupils with SEND and additional needs
- Organise, order, allocate and audit resources throughout the academy, keep a concise inventory and manage a budget
- Take an active role in organising special curriculum events, as agreed with the Principal, to enhance and promote the academy's effective delivery of SEND provision and inclusivity
- Follow the school's Performance Management Process to identify training strengths and needs of all SEND staff and wider staff where necessary

Leadership

- To line manage relevant Teaching Assistants (as specified by the Principal) and be their performance management reviewer.
- To ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND, informing them of any changes under the SEND Code of Practice
- Provide training opportunities for teaching assistants, support staff, teachers and other adults working with our pupils, to enhance understanding of particular areas of SEND, and learn effective support strategies
- Organise and lead inset to aid teachers in providing early intervention for pupils with SEND, through quality first practice
- Support teachers in meeting individual needs of those with SEND and EHCPs
- Ensure all statutory paperwork is completed, and time frames adhered to, including (but not exclusive to) needs assessment applications, annual reviews and Higher Needs Funding applications
- To coordinate Multi-professional Planning Meetings, as well as the activities of visiting professionals e.g. Educational Psychologists, Speech and Language Therapists.
- To procure funding for our pupils with SEND through effective, robust and timely management of the Higher Needs Funding application process
- To manage the SEND budget in order to maximise progress and engagement for pupils with SEND
- To Monitor pupils with SEND to ensure they are making expected progress or better throughout all areas of school life
- To lead SEND reviews on pupil progress providing challenge and support to improve progress
- To monitor the effectiveness of (and adapt accordingly) a diverse and dynamic programme of SEND interventions, to be delivered by teaching assistants/HLTAs
- To produce records, reports and rapid impact plans requested by the SEND Manager/Principal, to improve provision and achievement for pupils with SEND

- To liaise with members of the Board/Trust Management Team, to inform them of progression of overall SEND provision; progress of pupils with SEND and standards across all Key Stages
- To liaise with the Local Authority regarding support for SEND pupils and management of EHCPs
- To assist with induction of new members of staff from an SEND point of view and to be named on the school website in accordance with statutory requirements.

Standards and Quality Assurance

- To hold the National Award for Special Educational Needs Co-ordinatorSupport and promote the high aspirations, positive ethos and inclusive culture of Paradigm Trust to colleagues, directors, academy councillors, parents, pupils and members of the wider community
- Represent a key reference point for families of children with SEND, as well as colleagues, providing information and support
- Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, SEND, equality, health & safety, confidentiality, behaviour, data protection, and supporting pupils with medical needs
- Keep up to date records relating to meetings/communication with parents and outside agencies relating to SEND, updating the Principal when necessary
- Be aware of and support pupils with differences, and ensure that all pupils have equal access to all school opportunities
- Promote the general progress and wellbeing of individual pupils throughout the school
- Provide advice and guidance to pupils, parents and colleagues on educational, emotional and social matters, in line with the school's policies
- Attend and participate fully in the school's events e.g. open evenings, parent clinics and transition events
- If requested, attend meetings to offer SEND support e.g. base group, year group, staff meetings, parent/carer reviews
- Undertake any other reasonable duties commensurate with the grade as determined by the Principal or Service Head. Anything else needed

Equal Opportunities Statement

- To adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice at all times.

Child Protection

- To have due regard for safeguarding and promoting the welfare of children and young people and follow the child protection procedures adopted by the Trust.

Signed Principal:

Date:

Signed postholder:

Date:

All of the following criteria are essential unless otherwise stated and will be tested as part of the selection process. The stage(s) at which each of the criteria will be assessed is indicated below.

Person Specification Special Educational Needs Coordinator (SENCo)		
	Application	Interview / Assessment
Qualifications		
Educated to degree level. Qualified teacher status either in the UK or if not in your own country combined with a desire to achieve English QTS. The National Award for SEN Co-ordination (NASENCO) must either be held, or completed within 3 years of coming into post (from autumn 2024 SENCo NPQ)	X X X	
Knowledge and Understanding		
Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and Special Educational Needs and/or Disabilities (SEND). Must have taught in early years/key stage 1/key stage 2/key stage 3/key stage 4. Familiarity with KS1 teacher assessment and KS2 Standardised Attainment Tests and assessments used to either identify SEN or plan for SEND interventions.	X X	X X
Skills and Abilities		
A good classroom practitioner willing and able to teach a class in any key stage. Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks. Must be able to interpret data in such a way as to support the effective planning for individual pupil progress.		X X X

<p>Must understand the purpose and application of SEND plans.</p> <p>A teacher with good ICT knowledge and skills, able to demonstrate the effective use of ICT to enhance the teaching and learning of pupils.</p> <p>Knowledge of effective strategies to ensure all pupils with SEND achieve their full potential.</p> <p>Must have excellent verbal and written communication.</p> <p>Lead by example as a teacher and motivate both pupils and staff</p> <p>Successfully work in partnership with parents/carers, outside agencies and the community.</p> <p>Know how to use data effectively to set targets, improve provision and raise achievement and outcomes.</p> <p>Organise personal workload and meet agreed deadlines.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
Additional		
<p>Must be willing and enjoy engaging parents/ carers in order to encourage their close involvement in the education of their children.</p> <p>A teacher with a flexible approach to work who enjoys being a good team member.</p> <p>Must be able to manage own workload effectively and respond swiftly to tight deadlines.</p> <p>Good interpersonal skills, with the ability to inspire, enthuse and motivate others and develop effective partnerships.</p> <p>Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.</p> <p>Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others.</p> <p>Must be able to practice equal opportunities in all aspects of the role and around the work place in line with policy.</p> <p>Able to maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.</p> <p>Able to be self-motivated and resilient.</p> <p>Must be passionate and enthusiastic about improving outcomes for pupils with SEND.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

A DBS enhanced disclosure that is satisfactory to us will be a condition of your appointment.	X	X
The post holder must demonstrate due regard for safeguarding and promoting the welfare of children and young people, and follow the child protection procedures adopted by the Trust.	X	

Candidates shortlisted for interview will be required to provide evidence of qualifications and may be subject to competitive selection tests.