



Job Description

Job Title: Special Educational Needs Co-ordinator (SENDCO)

Salary: UPS1 – UPS3 depending on experience

Reporting to: Executive Headteacher

Responsible for: LSA support for identified children/intervention staff

Core requirements of the Post

In addition to those professional responsibilities which are common to all teachers, the post holder's key accountabilities are for strategically overseeing SEND provision in school.

The key role of the teacher with SEND responsibility is to support the Headteacher in managing staff and resources effectively to ensure that key priorities linked to SEND provision are implemented and their impact evaluated in order to build long term school improvement.

In respect of these duties the SEND Leader is supported by the Headteacher.

Main Purpose

The SENCO, under the direction of the 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 SENCO 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

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
- 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 and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- 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
- 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
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

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 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
- Lead staff appraisals and produce appraisal reports for LSAs working with identified children
- Review staff performance on an ongoing basis

The SENCO 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 SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

This post is classed as a regulated activity and is therefore subject to a check being carried out at Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience for at least 3 years, including recent experience of working within a primary school setting • Experience of working at a whole-school level and strategic leadership across the school • Involvement in self-evaluation (including data analysis) and development planning at a whole school level • Experience of conducting training / leading INSET • Experience of working with a range of SEN
Skills and Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills
Personal Qualities	<ul style="list-style-type: none"> • A commitment to engage in research to secure the best outcomes for pupils • A commitment to engaging in a range of CPD in school • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality