



Job Description:

Special Educational Needs and Disability co-ordinator (SENDCO)

Holy Trinity CE Primary School, Gravesend, is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Although this is a non-class-based post, all teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers Pay and Conditions* Document. Teachers' performance will be assessed against the TDA Professional Standards for Teachers as part of the appraisal process as relevant to their role in the school. This post is for a senior leadership position. **The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or her deputy (in the absence of the headteacher).**

Job details

Job title: Special Educational Needs and Disability Co-ordinator (SENDCO)

Salary: MPS/UPS + SEND Allowance (Potential TLR for right candidate)

Hours: Fulltime

Contract type: Permanent

Reporting to: Head Teacher

Responsible for: Class based support staff

Main accountability

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective SEN leadership and inclusion for all pupils including those with significant and complex special educational needs.

In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register
- Pupils with identified specific learning difficulties
- Pupils with identified behavioural problems
- 'Looked After' Children (LAC)
- Pupils whose first language is other than English (EAL)
- Pupils eligible or formerly eligible for free school meals (Pupil Premium)
- Pupils belonging to ethnic minorities
- Pupils of Romany, Gypsy or Traveller families (GRT)
- Pupils who the SLT considers have previously received, for any reason, an inadequate or compromised education
- Pupils who have been identified as under-achieving where "diminishing the difference" is necessary
- Pupils who for any other reason are identified as vulnerable.



Main purpose

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

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND 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 SEND or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Ensure accountability through regular reviews of pupil progress and monitoring.
- Actively participate in the Aletheia Academies Trust SEND Best Practice Team by contributing and collaborating with other Trust SENDCOs

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map for whole school provision
- Provide guidance to colleagues on teaching pupils with SEND or a disability and advise on the graduated approach to SEND support ensuring primary core standards are embedded in quality first teaching.
- Ensure SENIF and HNF applications are submitted in a timely manner for the benefit of named pupils with SEND
- In consultation with headteacher, ensure funding is being used effectively to support the needs of SEND pupils.
- Through the provision of the local offer, access appropriate support and resources on behalf of SEND pupils.
- 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 (LA)
- Analyse assessment data for pupils with SEND or a disability
- Analyse SEN data for trends and feed these back to SLT/GB with actions
- Set targets for raising attainment and progress among pupils with special educational needs
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing special educational needs
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND or a disability

- Use a variety of ways to identify a pupil's SEND need. This will include liaising with the in-school admissions team and relevant external agencies but importantly, parents whose input is invaluable and is the basis of the support cycle.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness. This includes establishing a timetable for monitoring and reviewing a child's PLP.



- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly and professionally with parents or carers
- Ensure 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 SEND or a disability
- Work with Provision Evaluation Officer, Specialist Teacher(s), Educational Psychologists and all other associated professionals to build a professional network of support which aids and develops pupils with SEND across the school.

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
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Contribute to the school development plan and whole-school policy
- Prepare and review information the governing board is required to publish
- Prepare and publish the annual SEN information report on the school website
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff to disseminate good practice in special educational needs across the school
- Share procedural information, such as the school's SEND policy
- Lead and manage teaching assistants (TAs) working with pupils with SEND or a disability
- Update SLT members and governing body on the effectiveness of provision for pupils with special educational needs
- In association with the headteacher, review staff performance in relation to SEND provision in class on an ongoing basis.

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.

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 25th January 2023

Next review date: TBC

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____