



SENDCO Job Description

Job purpose:

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs. Be a lead in the area of safeguarding and be a member of the Inclusion Team (if necessary).

Responsible for: Teaching Assistants, Special Needs Assistants, Learning Mentor and other staff as appropriate.

Note: 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' pupils;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

Duties:

May be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction and development:

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs;
4. Support staff to create and effectively deliver school-based plans
5. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high-quality teaching;
6. Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
7. Develop and maintain good relationships with parents, outside agencies and the local community.
8. To contribute and or attend governors' meeting reports when necessary

Teaching and learning

1. Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
2. Monitor teaching and learning activities to meet the needs of pupils with special educational needs;
3. Identify and teach study skills that will develop pupils' ability to work independently;
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.
5. Maintaining a files or Web site pages of useful information for staff, parents / carers.

Recording and assessment:

1. Set targets for raising achievement among pupils with special educational needs;
2. Collect and interpret specialist assessment data;
3. Set up systems for identifying, assessing and reviewing special educational needs;
4. Update the head teacher and governing body on the effectiveness of provision for pupils with special educational needs;
5. Develop understanding of learning needs and the importance of raising achievement among pupils;
6. Attend consultation evenings and keep parents informed about their child's progress.
7. Maintain a register of children with specific needs identifying provision being made.
8. Provide guidance and assist teachers in identifying children with learning, behavioural, medical or emotional difficulties and children with English as an additional language, or who are able, gifted and talented.
9. Advise and co-ordinate detailed assessments when necessary
10. Complete referral / CAF forms to request support for pupils and their families
11. Identify, adopt and monitor the most effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary;
12. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
13. Disseminate good practice in special educational needs across the school;
14. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
15. Helping class teachers to write Individual School-Based Plans and to organise manageable recording systems.
16. Arrange termly intervals with staff to evaluate the evidence and progress made by SEND pupils to inform new Plans.
17. Co-ordinating provision in accordance to the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents, outside agencies, Learning Support Assistants and the pupil if possible) contribute if they can, to the Individual Education Plans and reviews.

Leadership

1. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;
2. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
3. Disseminate good practice in special educational needs across the School;
4. Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
5. Undertake a teaching commitment when required and provide an outstanding professional model as a classroom practitioner.
6. Be a strong advocate for change and champion school improvement
7. To be responsible for provision for children with Special Educational Needs and have a working knowledge of the SEND Code of Practice.
8. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs;
9. To attend SEND and other meetings when requested by the Headteacher

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
3. Ensure the development and maintenance of a team culture that enables all members of the Inclusion Team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Making referrals

1. Referring a child for Educational Health Care Plans and collecting the necessary evidence, to show that the child concerned has significant needs and that the school has done all that it could reasonably expected to do to meet the child's needs.
2. Drawing up the school's educational advice if an EHCP is accepted.
3. When a child obtains an EHCP, conducting a post-statement planning meeting and helping to form annual objectives and short-term targets.

Documentation:

1. Carrying out annual and interim reviews of EHCP children
2. Lead the whole school community on School-Based Plans.

Transition

1. Liaising with feeder schools and schools in the next phase with regard to those with Special Educational Needs in order to ensure continuity of care.
2. Ensuring that when a pupil leaves the school, all their records are passed to the next school that they attend.
3. Advising and helping staff in the new school, to understand the educational implications of various conditions and the needs of individual children, also support teachers to think of ways of adapting the curriculum, teaching or classroom.

Pastoral Support Programmes

Helping pastoral staff to devise, run and monitor any Pastoral Support Programmes

Child protection

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher.

SENDCO Person Specification

Qualifications

Formal Teaching Qualification recognised by the DfE or other appropriate qualification.

Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

The National Qualifications for SENDCOs or equivalent.

Commitment to continuing professional development, evidence that a majority of the teaching standards and those for SENDCO have been met or a clear indication you have the capacity to meet them.

Experience / Skills

At least 1 year experience of successful leadership and management within a school or other educational setting, as a SENDCO or another leadership role within a primary school.

Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and

Consistent evidence of improved standards of learning, achievement and progress for all SEND pupils across the school.

Training and experience of implementing safeguarding and Child protection procedures effectively

Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without.

Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.

Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services.

Experience of inter-agency work, writing referrals and successful EHCP applications.

Excellent written and oral communication skills.

Excellent presentation and inter-personal skills.

Excellent time and task management skills.

Ability to work under pressure and to deadlines.

Ability to use data effectively in setting targets.