



SHEERNESS WEST FEDERATION

JOB DESCRIPTION

JOB TITLE:	Special Educational Needs Disabilities Co-ordinator (SENDCO) or Special Educational Needs Co-ordinator (SENDCO)/Intervention Teacher
REPORTING TO:	Executive Headteacher, Head of School and the Deputy Head of School (Inclusion)
GRADE:	MPS/UPS + SEN Allowance + TLR (according to experience)
	0.6 fte SENDCO or 1.0 fte SENDCO / Intervention teacher
SITE:	Rose Street Primary School

MAIN DUTIES & RESPONSIBILITIES

The key task of the SENCO is to ensure that Special Educational Need and Disability (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for pupils with SEND via the SENDCO.

Working as part of the Federation Inclusion Team under the direction of the Deputy Head (Inclusion) the SENDCO has the following responsibilities:-

Areas of Responsibility and Key Tasks

a) Assist in the direction and development of SEND Provision in the School / Federation (with the support of, and under the direction of, the Deputy Head (Inclusion) and Federation Leadership Team and Federation Inclusion Team)

- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school improvement plan

- Monitor progress of objectives and targets for pupils with SEND from teachers' plans and provision maps, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school data and advise senior leaders on the level of resources required to maximise achievement
- Active involvement in the pupil progress meetings. Support with the analysis of assessment data related to progress for all vulnerable groups. Offer suggestions and advice for accelerated progress for the identified pupils
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Responsibility for overseeing High Needs Funding / SENIF applications.
- Maintain and develop the standards for Scheme for Schools (speech & language) accreditation in conjunction with the wider Federation Inclusion Team

b) Teaching & Learning

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND
- Work with senior leaders and staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - monitoring effectiveness and impact of support staff
 - target setting, including the production of individual plans and supporting teachers with the production of provision maps
 - maintaining a recording system for progress
- Collect, interpret and share specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- Work with senior leaders, teachers and middle leaders to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils
- Consider the range of teaching strategies/equipment that could be utilised for SEND pupils. Model effective interventions and strategies as needed
- Ensure pupils with SEND have access to a broad and balanced curriculum
- Deliver interventions to targeted individuals / groups as and when appropriate

c) Leading and Managing

- Provide professional guidance to staff to secure good teaching for SEND, through both written guidance, training and meetings
- Contribute to the performance management (appraisal) process as a team leader

- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the FLT and governing body on the evaluation of SEND provision.

d) Effective Deployment of Staff and Resources

- Maintain and develop resources, including high needs funded teaching assistants, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies

e) Other Professional Requirements

- Co-ordinate and lead all Annual/In-Year EHCP Reviews
- Liaise with other external agencies. Engagement with the LIFT process, manage our annual allocation Agreement with the Educational Psychologist, making referrals to Health and Educational external agencies to access appropriate support e.g. Community Paediatrician, Speech and Language, etc.
- Supporting behaviour management and upholding the school behaviour policy.

PERSON SPECIFICATION – SENDCO

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status • National SENCO Award or other professional development qualification 	<ul style="list-style-type: none"> • Have a good honours degree
EXPERIENCE	<ul style="list-style-type: none"> • Excellent classroom management and practice • Be able to demonstrate evidence of inclusion and differentiation within the classroom • Have a broad and successful teaching career • Experience of leading a curriculum area 	<ul style="list-style-type: none"> • Teaching career of at least three years • Experience of planning, managing and delivering staff development
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Have a clear understanding of primary education and the way children learn • Understanding of the SEND Code of Practice • Have strategies which will achieve effective teaching and learning for children with SEND • Knowledge of the assessment procedures in EYFS, KS1 and KS2 	<ul style="list-style-type: none"> • Knowledge of the range of intervention strategies available especially within literacy and numeracy. • A good working knowledge of speech, language and communication needs. • Confidence in using ICT to support teaching and administration
PROFESSIONAL SKILLS	<ul style="list-style-type: none"> • A commitment to continuous professional development • The ability to establish professional relationships quickly, enthuse others sensitively and work co-operatively as a member or leader of a team • A willingness to manage a range of learning needs • Ability to manage workload and keep to deadlines • The ability to communicate effectively, both verbally and in writing, in a wide range of situations 	<ul style="list-style-type: none"> • Experience of managing and leading teams or individuals • Knowledge of issues surrounding Child Protection and children in care
PERSONAL QUALITIES	<ul style="list-style-type: none"> • The ability to build and sustain effective working relationships with staff, parents, pupils and Federation governors • Commitment to work flexibly • A good health and attendance record • A caring and pastoral attitude towards staff and students • Energy and enthusiasm • A sense of humour 	