

## Job Description

<b>Title:</b>	SENDco
<b>Responsible to:</b>	Head Teacher, Deputy Headteacher and Inclusion Lead
<b>Hours/Weeks:</b>	19.50 hours / 3 days per week

The post holder will be required to undertake the following areas of responsibility and key tasks:

### **Main purpose**

The SENDco, under the direction of the Inclusion lead, will:

- Contribute to 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.

### **Duties and responsibilities**

- Contribute to the 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 approach to SEN support.
- 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 Head Teacher, Inclusion Lead 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 board 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.
- Where the role involves line management, add and amend as necessary.
- Lead and manage teaching assistants working with pupils with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

## **Person Specification**

The successful applicant will be forward thinking, highly motivated and inspirational and will have experience of successful leadership across a whole school. They will be enthusiastic, dynamic and resourceful in their approach, demonstrating a commitment to providing the highest standard of education through a vibrant, adventurous and practical curriculum.

### **QUALIFICATIONS AND EXPERIENCE**

- Qualified Teacher Status with evidence of excellent classroom practice.
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.
- Relevant, recent professional development.
- Understanding of Early Years/Foundation Stage and nursery.
- Involvement with external agencies.
- Experience of working with SEN pupils.

### **LEADERSHIP**

- 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 improved standards of learning and achievement for all pupils across the school.

### **TEACHING AND LEARNING**

- Sound understanding of how children learn.
- Confident in the innovative use of technology to enhance the quality of education.
- Knowledge of the SEND Code of Practice.
- An understanding of the importance of creativity in the curriculum.
- 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 statements as well as those without, protected characteristics.
- 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 service.

### **MONITORING AND EVALUATION**

- Evidence of the ability to monitor and evaluate the quality of education and identify strengths and next steps.
- Ability to effectively identify pupil needs and target intervention appropriately.
- Ability to provide Head Teacher, Senior Leadership Team and Governors with pupil performance information.
- Ability to ensure records and systems for monitoring progress are effective.

### **STAFF MANAGEMENT AND DEVELOPMENT**

- Experience of managing and developing teaching and support staff.
- Ability to lead continuing professional development for all staff.

### **COMMUNITY**

Assisting in the implementation of our effective parent engagement strategy that will ensure parents are:

- clear about the contribution that they can make to supporting their children's education.
- understanding and supporting the values and ethos of an inclusive school.

## PERSONAL ATTRIBUTES

- 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.
- Excellent communication and interpersonal skills.
- Welcomes and embraces innovation.
- Approachable and enjoys being highly visible to staff, children and parents.
- Energetic, adaptable, enthusiastic and reliable with personal impact and presence.
- Self-motivated with a high level of organisational skills and the ability to prioritise workload effectively.
- Commitment to maintaining confidentiality at all times.
- Able to think creatively, solve problems and make decisions based on sound judgement.
- Passionate about delivering high quality education.
- Values diversity and the unique place and contribution every individual makes to the learning community.
- Demonstrates professionalism, loyalty and integrity.
- Demonstrates a commitment to safeguarding and ensuring the welfare and wellbeing of all pupils in the school.

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 Head Teacher.

This appointment is subject to the current conditions of employment of Teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.