



## Job description: Special Educational Needs Co-ordinator (SENDCo)

We are looking for an experienced SENDCo to join our school as we expand our Inclusions Team. This role will be working directly alongside our dedicated Assistant Headteacher of Inclusion and our ARP Leader. This is a position for someone who is passionate about ensuring a fully inclusive environment for all children and is committed to raising educational attainment for children with SEND.

The successful candidate will be an integral part of our middle leadership and pastoral team with the ability to inspire and motivate, acting as a point of reference, knowledge and expertise in supporting our staff and parental community.

### Job details

**Job title:** Special educational needs co-ordinator (SENDCo)

**Salary:** MPS/UPS + SEND Allowance

**Hours:** 32.5 Hours per week

**Contract type:** Full Time, Permanent.

**Reporting to:** AHT of Inclusion and Headteacher

**Responsible for:** Support Staff

**Closing Date:** 21st May (*Interviews 23rd or 24th May*)

### Main purpose

The SENDCo, under the direction of the AHT for Inclusion and Headteacher, will:

- Work with the Assistant Headteacher of Inclusion to 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 coordination 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 SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

### 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

- Make sure the SEN 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
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

### **Operation of the SEN policy and coordination 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 (LA)
- 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
- Coordinate 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 (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC), where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work with the headteacher, governors and Assistant Headteacher of Inclusion 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 SDP 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 (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

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. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Assistant Headteacher of Inclusion.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified teacher status</li> <li>• Successful teaching experience</li> <li>• Evidence of continuing professional development</li> <li>• National Award for SEN Coordination, or a willingness to complete it within 3 years of appointment</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching Experience within EYFS and Key Stage 1</li> <li>• Applying for Educational Health Care Plans (EHCP)</li> <li>• Reviewing and leading annual EHCP reviews</li> <li>• Working with and providing support to pre-verbal children</li> <li>• Working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Conducting training/leading INSET</li> <li>• Line managing support staff</li> <li>• Working with external agencies and Local Authority teams such as SALT and Advisory Teachers.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Knowledge of EYFS curriculum</li> <li>• Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>

### Notes:

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

If you don't have all of the experience listed above, but are interested in applying, contact the school office at [mail@mead.havering.sch.uk](mailto:mail@mead.havering.sch.uk) or 01708 343616 to make an appointment with the Headteacher. Visits to the school are welcomed.