

Special Educational Needs and Disabilities Coordinator (SENDCo)

Job purpose including main duties and responsibilities

Main objectives of the post

Under the direction of the Head Teacher, the SENDCo will have the responsibility for ensuring that the strategic direction of The Pioneer Academy SEND policy is followed in their school. They will ensure that provision for pupils is of high quality and complies with both the SEND Code of Practice 2015 and the Equalities Act 2010. They will do this by:

- Having day-to-day responsibility for the coordination and record keeping of SEND provision to support individual pupils. This will involve supporting children in class and in small groups if necessary.
- Advising class teachers on strategies to support pupils, who may or may not have diagnosed SEND, using the graduated approach to providing SEND support.
- Being involved in decisions about the effective deployment of the school's delegated budget, support staff and other resources to meet pupils' needs effectively.
- Liaising with the parents/carers of pupils in line with the requirements of The Pioneer Academy SEND Policy and the SEND Code of Practice 2015.
- Being the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted and developed.
- Working with the Headteacher and senior leaders to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements for assessments.

Key Accountabilities

1. Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
2. Work in partnership with senior leaders to manage and keep records of complex and confidential procedures, including EHCPs, referrals to social services etc.
3. Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
4. Undertake training and CPD in line with the school development plan, to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
5. Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
6. Have a sound knowledge of how relevant legislation, including the '[SEND Code of Practice](#)', impacts the school's SEND provision.
7. Understand and respond to how the needs of pupils with SEND change as they progress through their time in school.
8. Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
9. Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.

Teaching and Learning

1. Liaise with the Headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
2. Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
3. Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
4. To ensure that a high standard of physical and emotional care for all children is maintained.
5. Assist the wider inclusion team and senior leaders in driving a continuous and consistent partnership-wide focus on pupils' educational and emotional achievement, using agreed benchmarks to monitor progress.
6. Promote a culture and ethos of challenge and support where all pupils can achieve success
7. Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
8. Deliver out of school learning activities within guidelines established by the school.
9. Promote the inclusion and acceptance of all pupils within the classrooms.
10. Support pupils consistently whilst recognising and responding to their individual needs.
11. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
12. Promote independence and employ strategies to recognise and reward achievement of selfreliance.
13. Following agreed protocol, provide feedback to pupils in relation to their progress towards agreed targets.
14. Support identified staff members to improve practice in teaching and learning of SEND.
15. To teach groups of children and/or classes as directed by the Headteacher.

Working within the organisation

1. Ensure all pupils are motivated to achieve their targets.
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding of and follow safeguarding procedures appropriately.
4. Support effective relationships and communications within the school and the wider community, which underpin a professional learning environment that enables everyone in the school to achieve.
5. Leading by example to motivate and work with others, providing relevant training where identified
6. Use and integrate a range of technologies effectively to assist learning.
7. To undertake any duties reasonably delegated by the Headteacher and senior leaders, including covering classes, leading assemblies, delivering staff briefings.
8. To undertake relevant training and professional development in line with the school development plan and the specific needs of the role.
9. Contribute to the performance management process of any designated staff.
10. Ensure that education support staff have regular communication and interventions are monitored half termly.
11. Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.

Securing accountability

1. Promote and protect the health and safety of all pupils and staff.
2. Assist leaders in following procedures relating to safeguarding, child protection and the welfare of all pupils within the school.
3. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.
4. To deal with challenging behaviour with a calm and restorative focus.
5. Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.

Strengthening community

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Act as a point of contact for families in need of support with SEND issues.
4. Support the Headteacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

Accountability in each school and the partnership

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

Person Specification

Qualifications & Education	E/D	Stage
Education to at least degree level	E	AF, C
Evidence of continuous professional development	E	AF, I
Must have QTS (Qualified Teacher Status)	E	AF, C
Has taught in relevant Primary Key Stages for at least 2 years	E	AF, C
Has a relevant SENDCO Professional Qualification	D	AF, C

Experience, Knowledge and Skills	E/D	Stage
Has worked and taught in a relevant school setting, e.g. with EYFS/KS1/KS2 pupils	E	AF, I
Sound knowledge of the SEND Code of Practice 2015 and the Equality Act 2010	E	AF,I,R
A good understanding of the Primary Curriculum, particularly in relation to SEND	E	AF, I
Has secure understanding of, and is able to effectively support, children with SEND and SEMH needs	E	AF, I
Is able to contribute to the planning of, deliver and evaluate teaching and learning (lessons), as well as intervention programmes and support in class	E	AF, I,R
Is able to use data systems to monitor and track pupil progress to raise standards and meet challenging targets	E	AF, I, R
Has an understanding of safeguarding in education	E	AF, I
Excellent communication skills, able to communicate with children and adults, overcoming barriers where necessary	E	AF, I,R
Has experience of working in collaboration and partnership with others	E	AF, I,R
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I,R
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I,R
An ability to think strategically and creatively	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding, equality and inclusion, promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team, building and maintain purposeful relationships	E	AF, I,R

Professional, honest and loyal	E	AF, I,R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

KEY

E/D Essential or Desirable

AF Application Form

C Certificate

I Interview

R Reference

D Disclosure