



Job Description

Job Title	SENDCo
Grade	Scale MPR/UPR
Point	N/A
Reports to	Headteacher
Liaison with	Headteacher, Other Staff, Visitors, External Agencies, Parents, Pupils, ECC Staff, Governors
Responsible for	N/A
Purpose of Job	To lead Inclusion and SEND within the school, supported by the Head Teacher. To take responsibility for the day-to-day operation of provision made by the school for pupils with special educational needs, disability or a medical condition. Ensuring that all actions are carried out in line with the SEND Code of Practice. To be a model of excellent practice, maintaining a clear focus on best practice. The SENCO is a key position within the school.
Duties	<p>Overall Responsibility</p> <ul style="list-style-type: none"> ● To lead, manage, develop, and maintain high-quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils ● To be responsible for the day-to-day operation of the SEND policy ● To model effective teaching as required, to coach and train colleagues across the school ● To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate <p>Strategic direction and development of SEND provision With the support of, and working with, Learning Support Assistants to:</p> <ul style="list-style-type: none"> ● Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum

- Support all staff in understanding the needs of SEND pupils
- Ensure SEND local offer (information report) is current and publicised for all stakeholders on an annual basis
- Ensure SEND Policy is reviewed, reflects current practice and is published for all stakeholders on an annual basis
- Ensure understanding of the SEN Code of Practice, and implementation of the graduated approach to providing SEN support
- Devise and promote plans to ensure the needs of pupils with SEND are met and they are reflected in the school development plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Participate in Pupil Progress Meetings
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head Teacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
- Develop partnerships with parents to ensure their views are considered and acted upon appropriately
- Ensure pupils with SEND are enabled to share their views and these are acted upon appropriately
- Ensure all appropriate funding streams are accessed to support pupils with SEND
- Be a key point of contact with external agencies, especially the local authority and its support services, and the Local Development Group Co-ordinator
- If required, to chair annual reviews, case conferences and meetings effectively
- Oversee, and co-ordinate, pastoral support for pupils, as required

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEN
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teacher, Phase Leaders and the Leadership Team to ensure realistic and challenging expectations of pupils with SEND
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND
- Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils.
- Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.

Leadership

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
- Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.
- Disseminate good practice in Inclusion across the school.
- Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
- Work with the Headteacher and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
- To be responsible for the supervision and organisation of LSAs, including their performance management.
- Support pupil progress meetings, recording agreed provision within provision maps.
- To be involved in the appointment of Teaching Assistants.
- To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and FS.
- Liaise with the Educational Psychology service and other specialist and support agencies.
- To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
- To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Lead CPD on inclusion matters as needed across the school.
- Work with the headteacher to plan the overall deployment of teaching assistants throughout the school.
- Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.
- Undertake SEN self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching pupils with SEN including those with severe complex needs.
- Develop links with governors, the LA, external agencies and neighbouring schools.
- Provide regular information to the Senior Leadership Team (SLT) and Governors on the effectiveness of SEND provision and outcomes
- Work with the Head Teacher and School Governors to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with the relevant Teacher where a looked after pupil in the school has SEND

Recording and assessment

- Set targets for raising achievement among SEN pupils and other groups as appropriate.
- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.

- Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.
 - Update the head teacher and governing body on the effectiveness of provision for SEN children.
 - Keep parents informed about their child's progress through individual meetings and at parents' evenings.
 - As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews.
 - Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
 - Maintain SEN register.
 - Evaluate the effectiveness of provision.
- Parents and the school community**
- Play a full part in the life of the school community
 - Work with parents and families who have a child with SEND offering support and guidance
 - Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent voluntary bodies
 - Encourage parents to participate in the life of the school in a variety of ways
- Managing own performance and development**
- Demonstrate resilience and resourcefulness
 - Hold or be willing to undertake training for the National SEN Qualification
 - Maintain own wider professional network
 - Take responsibility for own professional development
 - Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
 - Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Use of Resources**
- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Oversee and monitor appropriate budget allocations in liaison with the Head Teacher and Finance Manager

General

Additional responsibilities and general requirements

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to by the Head Teacher

- Demonstrate commitment to equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children.
- To be willing to undertake the role of Designated Child Protection Co-ordinator.
- To attend relevant training and meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities in discussion with the line manager.
- To understand and apply Trust/school policies in relation to the health, safety, welfare and behaviour of pupils.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the Trust/School's Equal Opportunities Policy
- Adhere to GDPR requirements to safeguard data held across the Trust.
- The Trust & School Governing Committees are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share in this commitment
- EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being.
- Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn.
- The duties above are neither exclusive nor exhaustive, and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION

SEND Coordinator

General heading	Essential		Desirable
Qualifications & Experience	<ul style="list-style-type: none"> ● Have a degree in a relevant subject. ● Have QTS. ● Have taught at KS1 and KS2 for at least 4 years. ● Be willing to complete the National Award for SEN Coordination within 3 years, as this is a requirement under the SEND Code of Practice. ● Work with and care for pupils with SEND. 		<ul style="list-style-type: none"> ● Successful recent experience working with children in a school/early years environment ● Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience ● Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and good understanding of the School	
	Literacy	Good reading and writing skills	
	Numeracy	Good numeracy skills	
	Technology	Good working knowledge of ICT to support learning	
Communication	Written	Ability to write detailed reports, letters etc	
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively	
	Languages	Specialist language/communication skills if appropriate	
	Negotiating	Ability to negotiate effectively with adults and children	

Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment.	
	SEN	Successful completion of training to support SEN if appropriate	
	Curriculum	Detailed understanding of the school curriculum Good working knowledge of specialist curriculum area(s) if appropriate	
	Child Development	Detailed understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils	
	Health & Well being	Understand and support the importance of physical and emotional wellbeing	
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.	

	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	
	Team work	Ability to work effectively with a range of adults	
	Information	Contribute to the development and implementation of effective systems to share information	
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately	
	Line Management	Ability to manage and support the work of others	
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances/situations	
	Creativity	Demonstrate creativity and an ability to resolve problems independently	
General	Equalities	Awareness of and promotion of equality	
	Health & Safety	Good understanding of Health & Safety	
	Child Protection	Good understanding and effective implementation of child protection procedures	
	Confidentiality/ Data Protection	Understand procedures and legislation relating to confidentiality	

	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to critically evaluate own performance	
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