

# Houghton Conquest Lower School

## Special Educational Needs and Disabilities

### Coordinator (SENDCO) Job Description and

### Person Specification

Employment details	
<b>Job Title</b>	Special Educational Needs and Disabilities Coordinator (SENDCO)
<b>Responsible to:</b>	Headteacher
<b>Purpose of job</b>	To lead and manage the provision for pupils with SEND and play a pivotal role in shaping inclusive practice across the school.

#### **General duties**

- To take an active role as part of the Leadership Team of the school.
- To be responsible for fostering positive relationships across the school community.
- To advise and assist the Governing Body as required in the exercising of its functions including attending meetings (where appropriate) and making reports.
- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- 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.
- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- 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.

#### **Teaching and learning**

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

#### **Leadership and management**

- Coordinate and support the full SEND provision.
- Lead on SEND provision within the school, which will include statutory obligations, record keeping and providing CPD.
- To be responsible for the development of children with SEN (Special Educational Needs) and E.A.L. needs (English as an additional language). To ensure SEN and EAL provision and recommendations are monitored.
- To assist the Headteacher in formally monitoring and appraising the performance of the SEN support staff.
- Support staff members to understand the needs of pupils with SEND.
- To monitor and track the progress of children with SEN and report to the Headteacher and Governing Body as required.

- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- To contribute to staff training by delivering, training staff or developing your own expertise across the whole age and ability range.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Contribute to the creation of an effective school development plan (SDP) which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.
- To ensure all administration regarding children with Special Educational Needs, are efficiently and effectively completed and meet statutory requirements.
- To manage and organise appropriate tracking of interventions, support, targets and school reviews, through planning, leading staff and contributing ideas so that legal documents and procedures are kept up to date and comply with our legal responsibility.

#### **Communication**

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the governing board and the local community.
- Develop and maintain links with the LA advisory and support services.

#### **Recording assessment**

- Ensure that the school's administrative work for SEND is effectively completed.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

The duties of the post may be changed and/or varied to meet the needs of the Headteacher and school. The job description describes the way the post holder is expected and required to perform and complete the duties set out above.

## SENCO Person Specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Have a degree in a relevant subject.</li> <li>• Have QTS.</li> <li>• Have taught at KS1 and KS2 for at least two years.</li> <li>• Experience of working as a school SENCO <b>or</b> a commitment to achieve a National Award in Special Educational Needs on appointment.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant safeguarding and child protection training undertaken and a willingness to update training regularly.</li> <li>• Be a trained first aider.</li> <li>• Have achieved a National Award in Special Educational Needs Coordination.</li> </ul>
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.</li> <li>• Experience working alongside an SLT to develop the quality of the curriculum and learning activities.</li> <li>• Experience co-ordinating provision for children with SEND.</li> <li>• Experience of behaviour management techniques for groups and individuals with SEND.</li> <li>• Experience working effectively with colleagues to improve classroom practice.</li> <li>• Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers.</li> <li>• Experience in making reasonable adjustments and access arrangements for pupils with SEND.</li> </ul>
Knowledge	
Essential	Desirable

- Sound knowledge of the SEND Code of Practice and its application.
- Sound knowledge of the graduated approach to providing SEN support.
- A good understanding of the principles of school improvement.

- Demonstrate a greater understanding of how pupils with SEND develop.
- Demonstrate a sound understanding of SEND funding on offer.

#### Personal traits

#### The successful candidate will have

- A commitment to equal opportunities and empowering others.
- Excellent communication skills, both written and verbal.
- Excellent time management and organisation skills.
- An ability to manage and prioritise a demanding workload, and that of others.
- A flexible approach towards working practices.
- The ability to work as both part of a team and independently.
- An ability to work with pupils and their families in a sensitive and positive way.
- An ability to establish and maintain professional working relationships.
- High levels of drive, energy and integrity.
- Demonstrable leadership qualities, e.g., assertiveness, confidence, resilience.
- An ability to model good practice and engage in self-reflection.
- A commitment to improve current skills and demonstrate a willingness to develop further.
- A commitment to contributing to the wider school community.

#### Additional requirements

#### The successful candidate will be

- Flexible, reliable, enthusiastic and patient.
- Inspiring and influential.
- Able to take control, lead and manage situations.
- Consistent in modelling good practice and behaviour.