

Job Description: SENDCO

Responsible to:	Headteacher
Job Type:	Permanent
Grade:	Main to Upper Pay scale + TLR 2.1
Hours per week:	1 working day
Working weeks:	52
Location	Ashbury with Compton Beauchamp Church of England Primary School

Responsible for: Leading and developing teaching and learning ensuring rapid progress for children on the SEND register (or those who may need to be added to the register), and management of Support Staff working with SEND children

Main purpose

The SENDCO, under the direction of the headteacher, will:

- 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 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
- Lead on Children we Care For (previously LAC) for the school The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- To lead in the promotion of a professional, caring and supportive atmosphere with the school
- To take responsibility for the leading of learning for SEND children in the school
- To line manage and appraise Teaching Assistants who work with SEND children
- Lead on school-based TAFs

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 SEND 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

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- 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
- Assume an active role on the SLT.
- Lead, develop and enhance teaching practices of others.
- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SEN code of practice.
- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.

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 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
- Analyse assessment data for pupils with SEN or a disability Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Report to key stakeholders regularly on SEND progress and areas identified for development
- Work with other SENDCo's in the CLT for supervision, support and to ensure consistency within our schools

Support for pupils with SEN or a disability

- Identify a pupil's SEND
- 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 as the designated teacher for Children We Care For
- To monitor and support any safeguarding issues of SEND pupils within the school, alongside other DSLs

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Leadership and management

- Work with the headteacher 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
- With the senior leadership team, monitor and evaluate the progress made by SEND, with priorities and supporting action plans, in the school development plan.
- In partnership with the senior leadership team, support the implementation of a creative, rich and exciting curriculum.
- Lead support staff appraisals and produce appraisal reports for the SLT and LGC
- Lead and manage teaching assistants working with pupils with SEN or a Disability
- Report to LGC with reference to specifically SEN and meet with SEND Governor

Other areas of responsibility

- Support staff across the school with safeguarding issues, as DSL using CPOMs to report and monitor
- As DSL, lead on TAF level intervention and support and be the lead professional for school-based TAF meetings

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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

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Qualifications and Experience

Qualities	Essential/Desirable
Qualifications and training	• Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice] • Degree
Experience	• Teaching experience in primary, across the year groups (minimum of 5 years teaching experience) • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line management of a team of staff • Experience of involvement in TAF meetings
Skills and knowledge	• Sound knowledge of the SEND Code of Practice • Understanding of what makes 'High Quality' teaching, and of effective intervention strategies and recent research • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Ability to diarise appointments, managing timetabling and logistics • Organisation skills
Personal qualities	• 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 • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

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