

## Job Description: SENDCo

### Purpose:

To provide strategic development of the school's Special Educational Needs and Disabilities (SEND) provision and oversee the day-to-day operation of that policy with the aim of raising SEND student achievement and ensuring they access appropriate destinations.

### Key Responsibilities:

- Strategic Leadership
- Ensure that the school meets all its legal obligations under the most recent version of the SEND Code of Practice
- Contribute effectively to the development of a positive and ambitious ethos in which all students have access to a broad, balanced and relevant curriculum and can fulfil their potential
- Review and update the SEND Policy regularly, working with the SLT and SEND link governor
- Self-Evaluate SEND practice across the curriculum through robust audit tools
- Ensure that the objectives of the SEND Policy are reflected in the School Development Plan, that effective systems are in place to identify and meet needs
- Lead on student Access Arrangements for examinations
- Contribute to the SDP and wider school priorities alongside the SLT Link for SEND
- Sit on and be a key contributor to the Inclusion Panel at school

### Knowledge and Understanding:

Maintain knowledge and understanding of:

- Up to date evidence based research of the characteristics of effective inclusive teaching and learning styles, including the main strategies for improving and sustaining high standards of student achievement and promoting positive working behaviours
- National inspection frameworks and legislation, including the SEND Code of Practice and equal opportunities legislation, and how these apply to students with SEND
- The requirements to communicate information effectively to external agencies, parents/carers and other schools or colleges on transfer
- How to shape to the professional development of colleagues in relation to students with SEND
- The purpose of IEPs, EHCPs, including taking responsibility for their formulation and planning their implementation and review;
- The arrangements for special provision for external examination requirements.

### Planning and Setting Expectations:

- Analyse and interpret relevant national, local and school data, plus research and inspection evidence to inform the SEND Policy, practices, expectations, targets and teaching methods
- Work with students, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that ambitious expectations are set for students with SEND

### Managing Student Learning and Achievement:

- Ensure that students with SEND achieve their full potential
- To work with primary feeders and post school destinations to ensure successful transitions for SEND

students

- Identify and disseminate the most effective teaching approaches for students with SEND
- Monitor and report on the progress of students with SEND/Additional Needs, evaluate the effectiveness of specific teaching and learning techniques and use the analysis to guide further improvement
- Support colleagues in having knowledge and understanding the learning needs of students with SEND/Additional Needs and the importance of raising their achievement
- Collect and interpret specialist assessment data gathered on students and use it to inform practice
- Provide regular information to the Headteacher, SLT and Governing Body on the evaluation of the effectiveness of provision for students with SEND/Additional Needs to inform decision making and policy review
- Represent SEND at after school events such as Parents' Evenings, Open Evenings and Information Evenings

### **Managing and developing staff and other adults:**

- Lead and line manage the Deputy SENDCo
- Lead and line manage (in conjunction with the Deputy SENDCo) the SEND Team
- Line Manage the Access Arrangements Coordinator
- Line Manage the Literacy Support Worker
- Encourage all colleagues to recognise and fulfil their statutory High Quality Teaching responsibilities to students with SEND
- Communicate effectively with all relevant colleagues on special provisions for external assessments
- Advise, contribute to and, where appropriate, coordinate professional development to increase their effectiveness

### **Managing Resources:**

- Organise and coordinate the deployment of learning resources, including members of the SEND team
- To manage the annual budget for SEND in collaboration with the Headteacher
- Relationships with parents/carers and wider community
- Develop and maintain effective partnerships with parents/carers of students with SEND/Additional Needs so as to promote students' learning; communicate effectively; provide information to parents/carers about targets, achievements and progress
- Develop effective liaison with external agencies in order to provide maximum support for students with SEND
- Managing own performance and development
- Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues
- Take responsibility for your own professional development

### **Teaching Duties:**

- Lessons delivered in line with school allocation for SENDCo (to be decided upon successful appointment to the role; roughly 15 periods per fortnight)

### **Safeguarding:**

- Fulfilling the responsibilities set out in the school's safeguarding policy
- Operating a culture of listening to children and taking account of their wishes and feelings
- Designated Safeguarding Lead experience would be desirable

It is important to remember that Safeguarding is everyone's responsibility and our top priority as educators.