

Job Description and Person Specification

Job details

Job title: SENDCO

Salary:

Hours:

Contract type: Permanent

Reporting to: Principal

Responsible for: Line management as agreed with the Principal

Main purpose

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

- Promote a culture of inclusion at the school
- Be a member of the school's senior leadership team, including holding the role and responsibilities associated with that of a SENDCO
- Implement the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Look at every aspect of school life through a safeguarding lens, including full compliance with Keeping Children Safe in Education

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.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- 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

Operation of the SEND policy and co-ordination of provision

- To maintain and review systems for identifying, assessing and reviewing pupils with SEND, those receiving interventions and other vulnerable pupils, and to track their progress
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support. Ensure every teacher is a teacher of SEND and that all classrooms and practice, is truly inclusive
- 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
- Lead the co-ordination of the Rainbow Room provision
- Work with the Vice Principal and Family Liaison Officer to commission alternative provision for specific pupils, as required
- Work with the school's nursery, 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 SEND, implement, arrange intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND

- Maintains relentlessly high expectations for learning, behaviour and the progress of all learners
- In conjunction with the class teacher, identifies a pupil's needs
- Organise referrals and co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure all records are maintained and kept up to date
- Prepare and co-ordinate all paperwork for EHCP requests
- Review the education, health and care plan with parents or carers and the pupil
- Maintain good two-way communication 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 with the designated teacher for looked-after children, where a looked-after pupil has SEND

Leadership and management

- Work with the Principal and Academy Councillors, to ensure the school meets its responsibilities under the Equality Act 2010 and the SEND Code of Practice 2015 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Trust Board and Academy Council is required to publish e.g. annual Information Report
- Contribute to the school improvement plan and whole-school policy

- Identify training needs for staff and how to meet these needs
- Lead the development of colleagues through the provision and brokerage of high quality, regular CPD
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for all pupils with SEND
- Take an active part in the recruitment and induction of staff
- To manage the strategic deployment of staff to meet the needs of pupils with SEND
- Lead staff appraisals (Performance Development) and review staff performance on an ongoing basis

Other areas of responsibility

Safeguarding

- Promote and work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies, including the staff code of conduct.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively and in accordance with the school's policy, to ensure a good and safe learning environment

Professional development

- Engage fully in our Trust's professional growth process to fulfil potential and be able to participate effectively in the implementation of our Big Moves
- Take part in further training and development, including coaching, to improve own pedagogical and curriculum knowledge. You will participate in in events and less formal networking and support opportunities at and with other Inspire Learning Partnership schools

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Inspire Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

Person specification

| Criteria | Qualities |
|-----------------------------|--|
| Qualifications | <ul style="list-style-type: none"> • Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • Degree • <u>Desirable but not essential</u>: National Award for SEND Co-ordination |
| Experience | <ul style="list-style-type: none"> • Primary teaching experience • Experience of working at a whole-school level • Experience of leading INSET/CPD for staff • Experience of line-managing staff and holding others to account |
| Skills and knowledge | <ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, the graduated approach and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform costed provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships with all stakeholders • Ability to influence and negotiate • Good record-keeping skills |
| Personal qualities | <ul style="list-style-type: none"> • Is flexible to work with other schools in the Trust as pupil, school and Trust need dictates • 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 SEND • Is enthusiastic and always believes that change and |

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| | <p>improvement is possible</p> <ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively • Ability to make and implement challenging decisions • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Self-awareness, knowledge of strengths and limitations and willingness to reflect and improve self |
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Notes:

This job description may be amended at any time in consultation with the post-holder.

Last review date: December 2025

Next review date: December 2026

Principal/line manager's signature:

Date:

Post-holder's signature:

Date:
