

Post Title	Teacher with Special Education Needs & Disabilities Co-ordinator (SENDCO)
JD Ref No	TE002
Responsible To	Senior Leadership Team
Allowance	SEN1 Allowance
Grade	Main/Upper Scale

Main Purpose	<p>The SENCO, under the direction of the headteacher, will:</p> <ul style="list-style-type: none"> Follow part 1 and determine alongside and with guidance from, the Director of Learning Provision, part 2 of 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 students with SEN or a disability including effective and efficient deployment of support staff. Provide professional guidance to colleagues, working closely with staff, parents and other agencies The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD and other roles and responsibilities as a member of SLT.
Strategic Development of SEN Policy and Provision	<ul style="list-style-type: none"> Working within the guidance and direction of the Central Team's Director of Learning Provision, have a strategic overview of provision for students 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 students with SEN or a disability Make sure that all parts of the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP) Work collaboratively to maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice Contribute and support the collaboration between the SENDCOs and other Learning Provision leaders across the Trust. Working with the school's finance link and Director of Learning Provision, evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective Contribute to research initiatives within and outside of the Trust to maintain effective and impactful teaching and learning practices and provision.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Operation of the SEN policy and Co-ordination of Provision</p>	<ul style="list-style-type: none"> • Maintain an accurate SEND register and provision map • Provide guidance to colleagues on teaching students 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 students’ 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 (LA) • Analyse assessment data for students with SEN or a disability and contribute to Trust wide practices. • Implement and lead intervention groups for students with SEN, and evaluate their effectiveness • Report yearly, the effectiveness of practices and interventions and provide details to parents on how the school provides for student’s with SEND. • Contribute yearly to the Whole School SEND Reviews, providing a peer to peer review report to improve provision.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Support of Students with SEN or Disability</p>	<ul style="list-style-type: none"> • Working within the Trust wide assessment and identification process, Identify a student’s SEN • Co-ordinate provision that meets the student’s needs, and monitor its effectiveness • Secure relevant services for the student • Ensure records are maintained and kept up to date • Support staff to review the education, health and care plan (EHCP) with parents or carers and the student • Communicate regularly with parents or carers • Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student • Promote the student’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities • Work with the Designated Safeguarding Lead and designated teacher for looked-after children, where a student has SEN or a disability.

Leadership & Management	<ul style="list-style-type: none"> • Work with the headteacher and SLT 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, contributing to and ensuring participation in the Trust wide CPD programme. • 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 students with SEN or a disability • Ensure the appraisal process and line management responsibilities of the SEND team. • Review staff performance on an ongoing basis <p>Ensure that the monitoring and development of teaching and learning practices are embedded in whole school processes.</p>
Health & Safety	<ul style="list-style-type: none"> • Promote the safety and well-being of pupils and staff. • Ensure good order and discipline amongst pupils and staff.

Professional Duties

The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this description. This description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

The professional duties of a teacher are listed in the School Teachers' Pay and Conditions Document under the following headings:-

Teaching

- planning and preparing courses and lessons
- setting and marking of work
- assessment, recording and reporting

Other activities

- promoting the progress and wellbeing of individuals and classes
- providing guidance on educational and social matters
- making records and reports on the personal and social needs of students
- communicating and consulting with parents of students
- communicating with persons or bodies outside the school
- participating in meetings arranged for any of the purposes above

Assessments and reports

- providing or contributing to oral and written assessments, reports and references for students

Performance management

- participating in statutory arrangements for appraisal

Review, further training and development

- reviewing from time to time methods of teaching and programmes of work
- participating in arrangements for training and professional development

Educational methods

- advising and co-operating on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Discipline, health and safety

- maintaining good order and discipline among students and safeguarding their health and safety

Staff meetings

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

Cover

- teaching any students whose teacher is not available to teach them

Public examinations

- participating in all arrangements for public examinations

	Essential
Qualifications/Training (Competencies)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Positive behaviour management and develops a student focused, inclusive and effective learning environment • Understands the need for effective relationships with parents, carers, partners and the community which enhance and supports student learning • Able to access, analyse and interpret information and data to support school improvement and the raising of standards in learning and teaching • Proven track record in leading and managing staff including building a successful team and delegating effectively.
Skills & Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • 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

ADDITIONAL INFORMATION	<p>It is the practice of the Trust periodically to examine employees’ job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust’s aim to reach agreement on any alterations.</p> <p>All external appointments are subject to the Trust’s Standard Probationary period</p>
SAFEGUARDING	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>operational responsibility for ensuring that all staff adhere to this requirement and that the school/academy’s single central register is maintained.</p> <p>It must be ensured that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

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