



Job Description – Senior teacher with SENDCo Responsibility

Main purpose

The Lead teacher with SENDCo responsibility, under the direction of the headteacher, will:

- Determine 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 or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies in the locality
- Monitor and develop the quality of teaching, learning, provision and pupil progress across the curriculum within the year group and hold others to account for their impact on outcomes and performance
- Be a positive advocate for the vision and values of the school, promote teamwork, collective responsibility and accountability within and beyond the immediate team.
- Analyse data and produce any necessary reports.
- Promote and lead on the development of effective safeguarding practices within and beyond own team as necessary.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND 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 SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plans



- 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 relevant changes
- Think creatively about inclusion and practice within the school

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support and Ordinarily Available Provision for all
- 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 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 or a disability
- Coordinate intervention groups for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND or a disability

- Identify individual pupil's SEND or seek external support to do so
- Co-ordinate provision that meets the needs of all pupils, and monitor its effectiveness
- Secure relevant services for pupils
- Ensure records are maintained and kept up to date
- Review EHCPs with parents/carers and the pupil
- Communicate regularly and professionally with parents/carers
- Support transitions from, to and within school, including specialist provision; ensuring that all relevant information is shared and transition plans are effective
- Promote inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Support pupils to regulate and engage in mainstream education
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEND or a disability



- Work with the team to support the positive management of behaviour and relational practice within the school

Leadership and management

- Work with the headteacher and governors to ensure the schools meets their 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 SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Contribute to the leadership of Trust inclusion projects.
- Contribute to the evaluation of SEND practice and provision in other schools.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Lead teacher responsibilities and other duties:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct



- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Participate in and lead staff meetings, INSET activities and parents' curriculum events
- As part of the school(s) SLT, undertake other such duties as can be reasonably expected

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 headteachers and Director of Inclusion.

Signed Date

Employee

Signed Date

On behalf of St Christopher's Multi Academy Trust