

Chaucer Infant and Nursery School

Job Description: SENDCo

Title	Special Educational Needs and/or Disability Coordinator (SENDCo)
Responsible to	<ul style="list-style-type: none"> • Headteacher • Local Governing Team (link governor for SEND)
Appraised by	Headteacher
Line Manager for	<ul style="list-style-type: none"> • Teaching and Learning Assistants (working with pupils with SEND/ delivering specific programmes for pupils with SEND e.g. SALT plans)
Accountable for	<ul style="list-style-type: none"> • Leading, managing, developing and maintaining high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils. • Modelling effective teaching, to coach and train colleagues and to be able to teach across the school. • Keeping all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.
Purpose	The SENDCo, with the support of the SLT and other colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. The SENDCo should collaborate with curriculum leaders so that learning for all children is given equal priority, and available resources are used to maximum effect.

Key Accountabilities

Strategic direction and development of SEND provision in the school – with the support of the Local Governing Team and SLT to:

- Lead by example in raising attainment of children with SEND.
- Update the HT and liaise with the SEND Governor on the effectiveness and development of provision for pupils with SEND.
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and accessible curriculum.
- Support all staff in understanding the needs of SEND pupils.
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the School Improvement Plan (SIP).
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.

- Analyse and interpret relevant schools, local and national information relating to pupils with SEND and advise the Headteacher on the level of resources required to maximise achievement.
- Work with the Headteacher and staff to eliminate barriers to learning through:
 - Assessment of needs
 - Monitoring of pupil attainment
 - Target setting
 - Pupil progress tracking
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.

Teaching and learning to:

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice.
- Work with pupils, class teachers and leadership to ensure realistic and challenging expectations of pupils with SEND.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

Leading and managing staff to:

- Achieve positive working relationships with staff and support them in reviewing the needs, progress and targets of pupils with SEND.
- Provide regular information to Senior Leadership Team (SLT) and Local Governing Team (LGT) on the effectiveness of SEND provision and outcomes.
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff.
- Have a secure knowledge of how well SEND provision is being delivered and the impact it has on pupil achievement and use this understanding to feed into the School Improvement Plan (SIP), alongside SLT.
- Consult pupils, parents and staff about SEND provision and its effectiveness and assess the feedback against the school's vision and values.
- Ensure the curriculum matches the needs of different pupils.
- Take an active role in the professional development of all staff, including whole school INSET.
- Write and evaluate a SEND Action Plan, and review annually.

- Monitor and review changes to the school's SEND policy & Information Report and other relevant SEND documents and procedures. Ensure these are on the school website.
- Attend LA/ Trust SEND review and forum meetings.
- Participate in arrangements for the appraisal and review of other teachers and support staff.

Parents, the community and extended schools to:

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEND offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways.

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development programme, ensuring that objectives are set and met within the agreed timescale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of resources to:

- Identify appropriate resources to promote and support the achievements of children with SEND and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the HT and School Business Manager.

Additional responsibilities and general requirements to:

- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.
- Support with the day to day running of the school, including supporting children.