

**Special Educational Needs Co-Ordinator (SENDCo)
Job Description – March 2021
L2 – L6**

SENDCo L6 – L7

Job purpose

The SENDCo, under the direction of the headteacher / head of school, will:

- Determine 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 pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils 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 pupils with SEN or a disability
- Make sure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

- 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 pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC), where a looked-after pupil has SEN or a disability

Leadership and management

- Play an active role within the senior leadership team (SLT), by working alongside the headteacher and governors 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 SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training 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 pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis



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SOCIAL INTELLIGENCE



ETHICAL LIVES

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Other areas of responsibility

- Designated Safeguarding Lead

The SENDCo will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher/head of school.

Working time

Full time

Required to work 190 pupil days and 5 training days each year – pro rata

Responsible to: Headteacher, Deputy Headteacher and Assistant Headteacher

Continuing professional development

- Day-to-day leadership experience through meetings, discussions and in-house coaching and mentoring.
- Opportunities to work with colleagues undertaking similar roles in other Trust schools.
- Support in undertaking NPQ qualifications.
- External support and challenge from the School Performance Partner.



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SOCIAL INTELLIGENCE



ETHICAL LIVES

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including:

Teaching	Enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.
References	All applicants will be required to provide two suitable references.
Rehabilitation of offenders	<p>This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.</p> <p>This post is covered by part 7 of the immigration act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement of this role.</p>



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES