



SEND Co-ordinator Job Description

Responsibility pay range	In addition to MPR/UPR which will be discussed as part of the interview this post will attract a TLR2c - £7,847 per annum
Hours	0.8 – 1.0 FTE – the hours of work will be agreed on appointment
Tenure	Permanent
Responsible to	Headteacher & SLG

Main Purpose of the Role:

- 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 students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher as required.

Key Responsibilities as SENDCo:

Strategic development of SEN policy and 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 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 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.
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness.
- To liaise with the Examinations Officer regarding special access arrangements for external and internal examinations.

Support for students with SEN or a disability

- Identify and assess students with special educational needs.
- 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.
- Review the education, health and care plan (EHCP) with parents/carers and the student.
- Liaise with parents/carers regularly to involve them in supporting intervention strategies that may be implemented to support their child by providing information about curriculum, targets, progress and attainment as necessary.
- Ensure if the student transfers to another school, all relevant information is conveyed to that school, 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 teacher for looked-after children (LAC), where a looked-after student has SEN or a disability.
- Lead Annual Review meetings for statemented students.
- Ensure that students have an accurate view of what they need to do to improve their performance in all areas of learning through agreed interventions.
- Liaise with the Year Group Leader (YGL) on matters of concern with SEN students' attendance and punctuality.

Leadership and management

- Work with the Headteacher and Trustees 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 Governance Board is required to publish.
- Contribute to the SIP, SEF 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 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.
- Lead and manage Teaching Assistants (TAs) working with students with SEN or a disability. • Lead staff appraisals and review staff performance on an ongoing basis.

Safeguarding

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

Key Responsibilities for support of the Academy:

- To contribute to the overall ethos and aims of the Academy.
- To attend meetings and training exercises as directed by your Line Manager.
- To undertake personal development and improve own practice through training and other learning activities including performance management as required.
- To work as part of a team and support the role of other people within the team.
- To act as a role model and to be aware of and to respond appropriately to individual needs.
- To be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.

- To provide administration support to the Academy as directed by your Line Manager.

Note:

These duties are neither exclusive nor exhaustive and the post holder may be required to undertake other duties and responsibilities and activities relating to the general administration and control of the school, as may reasonably be required.