

<b>SENDCo</b>
<b>Job Description</b>
<p><b>Overview</b> To co-ordinate and monitor the delivery of SEND support throughout the school.</p>
<p><b>Duties</b> The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher to reflect or anticipate changes in the job, commensurate with the salary and job title. The postholder is expected to prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.</p> <p><b>Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>1. Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN, including the effective use of IT as an aid to teaching and learning.</li> <li>2. Monitor teaching and learning activities, along with pupil progress data, to ensure the needs of pupils with SEN are being met.</li> <li>3. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.</li> <li>4. Support the development of improvements in English, maths and information and communication technology skills, as well as access to the wider curriculum. Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.</li> <li>5. Liaise with outside agencies to gain specialist advice and support.</li> </ol> <p><b>Recording and Assessment</b></p> <ol style="list-style-type: none"> <li>1. Consistently apply the 'assess, plan, do, review' model to SEN provision.</li> <li>2. Set targets for raising achievement among pupils with SEN.</li> <li>3. Collect and interpret specialist assessment data. Use Analyse School Performance (ASP) and school based data analysis to identify vulnerable groups with SEN, analyse data and prepare action plans to share with the SLT. Measure the impact of such plans.</li> <li>4. Effectively identify children with SEN and maintain systems for assessing and reviewing the SEN register.</li> <li>5. Maintain effective provision mapping; analysing the impact of specific interventions.</li> <li>6. Lead the SEN HTN funding and collate applications within the timescales given.</li> <li>7. Update SLT and governing body on the effectiveness of provision for pupils with SEN to inform decision making and policy review.</li> <li>8. Develop understanding of learning needs and the importance of raising achievement among pupils.</li> <li>9. Keep parents and carers informed about their child's needs and progress. Working closely with our Family Liaison Officer.</li> <li>10. Make referrals to outside agencies for further support e.g EHCP applications, EP, CISS, Dyslexia outreach, IYFAP, mental health services, supporting letters for Paediatricians, speech and language, family services.</li> </ol> <p><b>Leadership</b></p> <ol style="list-style-type: none"> <li>1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN, including the SEN code of practice.</li> <li>2. Provide and/or organise training opportunities for support staff and teachers to learn about SEN and develop their subject knowledge.</li> <li>3. Disseminate good practice in SEN across the school including leading CPD sessions.</li> <li>4. Identify resources needed to meet the needs of pupils with SEN; advise the senior leadership team of priorities for expenditure and manage the SEN budget.</li> <li>5. Ensure the objectives of the SEN policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.</li> <li>6. Attend Senior Leadership Team meetings when SEN is an agenda item.</li> </ol>

7. Develop links with other professionals, agencies, governors and neighbouring schools.
8. Work with staff to support pupils with social and emotional difficulties.
9. Support children with medical needs and/or disabilities to ensure their specific needs are met.
10. Manage Education, health and care plans (EHCP), ensuring up to date and effective plans, provision and annual reviews.
11. Line management responsibility for support staff supporting SEN pupils. (Depending on school staffing structure)

**Professional Development**

Applicants must be a qualified teacher and the post is subject to commitment to train/ possessing the National Award for SEND Coordination.

The duties listed above are examples of duties at this level and other duties or a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised.

A SENDCO should demonstrate all the specifications for a class teacher, and in addition:

Requirements	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>● To have completed DfE recognised initial teacher training course leading to Qualified Teacher Status.</li> <li>● Possession of, or willingness to undertake, SENDCO qualification.</li> </ul>	<ul style="list-style-type: none"> <li>● Evidence of recent professional development relevant to the post</li> </ul>
<b>Professional values, practice and experience</b>	<ul style="list-style-type: none"> <li>● Ability to articulate a clear philosophy and pedagogy of primary education.</li> <li>● Recent successful experience of teaching within the primary age range.</li> <li>● Able to demonstrate effective subject/area leadership and development in one or more areas.</li> <li>● Experience of leading in-service training.</li> </ul>	<ul style="list-style-type: none"> <li>● A willingness to keep up to date with the latest research and ideas on how children learn.</li> <li>● Experience of leading, developing and motivating staff in order to secure school improvement.</li> <li>● Experience of multi-agency work.</li> <li>● Experience of working with SEN children</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>● Up to date knowledge and understanding of the primary curriculum.</li> <li>● Understanding of the role of parents and the community in school improvement and how this can be promoted and developed</li> <li>● Up to date understanding of Safeguarding issues and procedures.</li> <li>● Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child.</li> <li>● Excellent understanding of behaviour management strategies and how to engage and motivate all children</li> <li>● Knowledge of SEN Code of Practice</li> <li>● Knowledge of current educational issues and their relationship to the inclusion, behaviour support and education welfare services.</li> </ul>	
<b>Aptitudes and Skills</b>	<ul style="list-style-type: none"> <li>● A good/outstanding classroom practitioner</li> <li>● Ability to demonstrate thorough knowledge and understanding of effective curriculum planning, assessment and recordkeeping.</li> <li>● Have excellent interpersonal skills and to be able to motivate others to improve.</li> <li>● Have excellent communication skills (written and oral) in a variety of contexts.</li> <li>● Ability to demonstrate high standards and expectations.</li> <li>● Able to select appropriate resources which ensure high quality teaching and learning, and which are accessible to all pupils.</li> <li>● Ability to manage a diary, work effectively under pressure, prioritise appropriately and meet deadlines.</li> <li>● Ability to work as a member of and contribute to an effective team.</li> <li>● A commitment to maintain high standards of achievement for all pupils recognising individuals whilst embracing equality and diversity.</li> <li>● Ability to use ICT for management purposes and in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to understand and interpret assessment data.</li> </ul>