



## St John Fisher Catholic Primary School

### Job Description: SENDCO

**Job Title:** SENDCO

**Responsible to:** The Headteacher

#### Core Purpose of the Post

- To work closely with the Principal, Senior Leadership Team (SLT) and other colleagues in the strategic development of the school's Special Educational Needs policy and oversee the day-to-day operation of that policy with the aim of raising D/SEN pupil achievement
- To ensure that each pupil reaches the highest level of attainment
- To aid in the provision of a stimulating learning environment ensuring equality of opportunity for all
- Adhere to the school's safeguarding policy and uphold the safety and wellbeing of all children

The successful candidate will possess the ability to motivate, inspire and make a difference to those with whom they work

#### Professional Duties

*The Teachers' Standards issued by the DfE specify that:*

- Teachers make the education of their pupils their first concern
- Teachers are accountable for achieving the highest possible standards in work and conduct
- Teachers act with honesty and integrity
- Teachers have a strong subject knowledge
- Teachers keep their knowledge and skills as teachers up to date and are self-critical
- Teachers forge positive professional relationships
- Teachers work with parents in the best interests of their pupils

## **Professional Standards**

*A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.*

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of, and respect for, the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

## **Main Responsibilities**

### **Strategic Direction of D/SEN Provision**

- Assist the Principal and governors with the strategic development of D/SEN policy and provision
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Ensure effective systems of communication, including feedback about pupils learning to inform future planning
- Monitoring the quality of support for pupils with D/SEN by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Analyse and interpret relevant school, local and national information relating to pupils with D/SEN and advise the Principal of the level of resources required to maximise achievement
- Ensure that the objectives of the D/SEN policy are reflected in the school improvement plan
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure the continuity of educational provision for pupils with D/SEN
- Ensure that pupils with D/SEN are enabled to share their views and that these are acted upon appropriately

- Up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines

### **Teaching and Learning Including the Progress and Achievement of Pupils**

- Support the identification of, and disseminate the most effective teaching approaches for pupils with D/SEN
- To monitor the achievements, welfare and behaviour of pupils, and to follow up the progress reviews, liaising with staff and parents when appropriate
- To liaise with local authorities, feeder schools particularly regarding transition, and third party agencies/alternative education providers etc.
- To co-ordinate the application for and of special arrangements in external examinations
- To influence the whole Teaching and Learning policy to promote aspects of inclusive teaching
- Lead INSET regularly and where appropriate; this may include chairing and be a part of working parties
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Work with pupils, subject leaders, class teachers to ensure realistic expectations of behaviour and achievement is set for D/SEN pupils
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of targets and other support plans, maintaining detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by pupils with D/SEN towards the achievement of targets and support plans
- Review targets and support plans with parents, pupils, teachers and agree and communicate new targets
- Supporting the Principal in meeting statutory responsibilities for D/SEN statements and their Annual Review
- Lead the Annual Review meetings for pupils with a statement of special needs

### **Efficient and Effective Deployment of Staff and Resources**

- Provide advice to the Principal & SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of D/SEN
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

## **Leadership and Management**

- To lead the Learning Support Team and to make a contribution to the evaluation of the work of the department
- To contribute to the school's improvement plan
- To share good practice with colleagues
- To support the professional development of all staff, including Early Career Teachers (ECT) and initial teacher training students
- Advise the Principal on all staffing matters within the department
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise /coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the schools own D/SEN policy
- Provide regular information to the Principal & Local Academy Committee on the evaluation of the effectiveness of provision for pupils with D/SEN, to inform decision-making and policy review

Please note that this job description 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 be required to carry out. The postholder may be required to undertake other duties appropriate to the level of the role, as directed by the Headteacher.

***At St John Fisher Catholic Primary School we are committed to promoting the safety and wellbeing of all children and staff. For further details, please refer to our safeguarding policy which can be found on the school website.***