



RICKMANSWORTH SCHOOL

JOB DESCRIPTION

Post Title:	SENDCo.
Salary:	MPS/UPS + fringe + TLR 1b
Hours:	Full time
Contract Type:	Permanent
Responsible to:	SLT Line Manager

Main Purpose of Role:

The SENDCo will be responsible for the long-term strategic development and day-to-day management of the School's provisions for students with SEND. You will offer professional guidance and ensure the delivery of high-quality teaching and learning within this area, creating an inclusive and supportive environment for all students.

Teaching and Learning

- Monitor teaching and learning to ensure the needs of students with SEND are met
- Identify, adopt, and share the most effective teaching approaches for students with SEND
- Collaborate with other schools to ensure continuity of support and learning for SEND students during transitions
- Work with external agencies to share information and provide additional support for the teaching and learning of students with SEND
- Coordinate with outside agencies to support students with an Educational, Health and Care Plan, as well as those with additional needs
- Prepare students with SEND to implement best practices in the use of Access Arrangements
- Allocate the Teaching Assistant (TA) team effectively to meet the teaching and learning needs of students with SEND
- Make applications for Statutory Assessments when appropriate, in line with the Special Educational Needs Code of Practice
- To work closely with curriculum leaders to ensure timely, appropriate and ongoing support and interventions for students with SEND and suspected SEND

Recording and Assessment

- Set targets to raise achievement among students with SEND
- Establish systems for identifying, assessing, and reviewing SEND
- Collect and analyse specialist assessment data for students with SEND
- Develop a deeper understanding of learning needs and work towards raising the achievement of all students with SEND
- Analyse examination performance data for students with SEND and regularly share information on their achievements with staff

Leadership

- Keep up to date with relevant legislation, including the SEND Code of Practice and equality legislation

- Actively participate in the National Professional Qualification for Special Educational Needs Coordinators within the designated time frame
- Review, develop, and implement the Special Needs Policy in line with the SEND Code of Practice
- Contribute to the School's Accessibility Plan and Equality Policy documentation
- Review and maintain the School's SEND register
- Encourage all staff to fulfil their statutory responsibilities to students with SEND
- Provide training opportunities for Teaching Assistants and teaching staff, promoting good practice in SEND across the School
- Identify the development needs of the TA team and ensure appropriate training is provided
- Build links with Governors, Local Authorities, and neighbouring schools
- Work with the Headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements
- Prepare and review information required for publication by the Board of Trustees
- Contribute to the School Improvement Plan and whole-school policies
- Identify and meet the training needs of staff
- Lead INSET and Continuing Professional Development (CPD) for staff
- Promote an ethos and culture that supports the School's SEND policy and improves outcomes for students with SEND or disabilities
- Lead and manage Teaching Assistants working with students with SEND or disabilities
- Conduct staff appraisals and prepare appraisal reports
- Regularly review staff performance

Strategic Development of SEND Policy and Provision

- Provide a strategic overview of SEND provision across the School, monitoring and reviewing the quality of support
- Contribute to the School's self-evaluation, with a particular focus on SEND provision
- Ensure the SEND policy is implemented effectively, and its objectives are incorporated into the School Development Plan
- Keep up to date with national and local initiatives that may impact the School's SEND policy and practice
- Assess the effectiveness of SEND funding and suggest improvements to maximise its impact

Operation of the SEND Policy and Coordination of Provision

- Maintain an accurate SEND register and provision map
- Advise colleagues on effective teaching strategies for students with SEND and the graduated approach to support
- Offer guidance on the use of the School's budget and resources to meet SEND needs effectively, including staff deployment
- Be aware of the local offer and collaborate with early years providers, other schools, educational psychologists, health and social care professionals, and external agencies
- Act as a key point of contact for external agencies, especially the local authority
- Analyse assessment data for students with SEND
- Lead intervention groups for students with SEND, evaluating their effectiveness

Support for Students with SEND

- Identify and assess students' SEND
- Coordinate provisions that meet the needs of students and monitor their effectiveness
- Secure relevant services and support for students
- Ensure records are maintained and kept up to date
- Review Education, Health, and Care Plans (EHCPs) in collaboration with parents and carers
- Communicate regularly with parents and carers regarding their child's progress
- Ensure smooth transitions when students move to another school, sharing all relevant information
- Promote students' inclusion in the school community and their access to the curriculum, facilities, and extracurricular activities
- Work with the designated teacher for looked-after children if a looked-after student has SEND

General Duties

- Participate in the School's Professional Development Review (appraisal) process
- Adhere to principles of equality in relationships with staff and students
- Carry out supervisory duties before and after school, and at break times, as per the published rota
- Follow all School policies and procedures
- Contribute to achieving the School's aims and ambitions, as outlined in the School Development Plan and Department Development Plan
- Undertake any other reasonable duties within the remit of the role as outlined in the School Teacher's Pay and Conditions document
- Work within the School's Health and Safety policy and safeguarding Code of Conduct to create a safe environment for all
- Ensure adherence to the Teachers Standards, engaging in continuous professional learning and development

Alterations

- The Headteacher may alter this job description, after discussing any alterations with you and giving you reasonable notice of the alterations

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed annually and can be added to at the discretion of the Head teacher.

A three month notice period is required for this role.

An enhanced DBS check will be required for this post.

The job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.



PERSON SPECIFICATION - SENDCo.

E Essential D Desirable O Observed lesson
A Application process I Interview process

	Essential/ Desirable	Assessed via
Qualifications, Knowledge and Experience:		
Degree in appropriate subject area	E	A
DfE recognised teaching qualification and QTS Status	E	A
National Award for SEN Coordination or a willingness to complete the NPQ for SENDCO qualificaton	E	A
Excellent knowledge of subject and the way that students learn it	E	O/I
Evidence of continuing professional development	D	A
Knowledge and ability in the use of ICT in teaching to enhance learning of students.	D	I
Clear rationale for the value of their subject within education and the wider community	E	I
Knowledge of Special Educational Needs legislation and delivery throughout the curriculum	E	I
Experience of writing IEPs and holding Annual Reviews	E	I
Knowledge of the role and scope of agencies in support of work with students of SEND	E	I
Experience of using data to measure students' ability, inform learning and teaching, monitor progress and evaluate the impact of teaching	E	I
Have acquired (or be working towards) The National Award for SEN Coordinatio (NASENCo)	E	A
Experience of conducting training / leading INSET	E	A
Skills and Capabilities		
Needed to teach up to A Level	D	A
To enthuse students by teaching imaginatively, employing a variety of teaching styles	E	O
To create a positive, inclusive learning environment	E	O
To differentiate teaching so that the learning of all students is addressed	E	O
To plan lessons in such a way that all students in the class learn effectively	E	O
To manage the behaviour of students effectively	E	O
An understanding of Health and Safety and Equalities legislation as it applies to SEND	E	A
Competent coordinator and motivator	E	O
Ability to assess the performance of others and respond appropriately	E	I
Personal Qualities		
Enthusiastic and approachable	E	I
Willingness to contribute to extra-curricular work	D	A/I
Good interpersonal skills with students and colleagues	E	O/I
Ability to remain calm under pressure	D	I
Belief that all students can achieve	E	I
Excellent organisational skills	E	A/I
Ability to prioritise and manage time	D	O/I
High expectations of students and their behaviour	E	A/O/I
Hardworking and conscientious	E	I

Values:		
The belief that every student can and will achieve their very best	E	A/I

Good organisational skills	E	A/I
Ability to work to deadlines and manage pressure	E	A/I
Record of good attendance and punctuality	E	A
Engage with and actively promote Rickmansworth School's sustainability goals	E	A/I
Safeguarding and welfare of the School community:		
The ability to maintain appropriate relationships with all members of the School community	E	A/I
The ability to manage student and colleagues behaviours in a positive way	E	A/I
Be clear on their motivation to work with young people	E	I
Uphold the values as set out in the School's Equality Policy through promoting equality of opportunity and the elimination of unlawful discrimination	E	A/I