

<b>Job Title:</b>	Special Educational Needs and Disabilities Co-ordinator (SENDCo), Reepham High School & College (RHSC) and Litcham All Through School (LAS)
<b>Responsible to:</b>	Executive Headteacher
<b>Grade:</b>	MPS / UPS + TLR 1b (1c for an outstanding candidate)

<b>Introduction:</b>
<p>This is a significant leadership role; the SENDCo will be responsible for the leadership and management of all SEND related activities and issues across the two schools, incorporating all 5 Key Stages, totalling over 1800 pupils. They will be responsible for a large number of colleagues' performance, professional development and professional conduct. The SENDCo will also be a key leader in forming and maintaining positive and effective relationships with all other stakeholders, working together to ensure all pupils with Special Educational Needs and Disabilities at RHSC and LAS receive a first class education.</p>

<b>Core Purpose:</b>
<ol style="list-style-type: none"> <li>1. The strategic development, implementation and evaluation of special educational needs (SEN) policy and provision in Litcham School &amp; RHSC.</li> <li>2. Oversight of additional policies such as supporting pupils with medical needs policy, accessibility plan and equality policy at Litcham School &amp; RHSC.</li> <li>3. Be responsible for and lead the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN and/or a disability.</li> <li>4. Lead by practical example and provide professional guidance to colleagues, working closely with staff, parents and other agencies such as SEN providers.</li> <li>5. Maintain an up-to-date knowledge across EYFS, primary, secondary and post-16.</li> <li>6. Strategically develop and deliver interventions to support SEN students to achieve their academic potential.</li> <li>7. Develop and embed specialist provision for students with recognised special educational needs.</li> <li>8. Complete all necessary applications and information required to attract additional funding.</li> <li>9. Advising on the deployment of the schools' delegated budget and other resources to meet pupils needs effectively, including monitoring the intent, implementation and impact based on current cohort's identified special educational need.</li> <li>10. Work closely with the DSL and the Designated Teacher when pupils they oversee also have SEND.</li> <li>11. To promote a positive image to all, through ways of working and in communication with others.</li> <li>12. To lead, liaise and communicate effectively and efficiently with others, and in particular to ensure coordination of activities and approach.</li> <li>13. To support all staff in identifying, assessing and planning to meet the needs of all students who are identified as SEND.</li> <li>14. Maintaining good public relations; assisting visitors to the school in a calm, sympathetic, efficient and helpful way together with promoting a positive image of the school.</li> </ol>

<b>Key Areas of Responsibility:</b>
<ol style="list-style-type: none"> <li>1. Work with Senior Leadership Team to lead on SEND practice across Litcham School &amp; RHSC</li> <li>2. Have a strategic overview of provision for students with SEN and/or a disability across the Litcham School &amp; RHSC, monitoring and reviewing the quality of provision.</li> <li>3. Work with relevant staff to develop effective ways of removing barriers to learning for students with SEND through:</li> </ol>

- Early and effective assessment of needs
  - Monitoring of teaching, learning and student progress
  - Liaising closely with the pastoral and safeguarding teams
  - Target setting, including provision and revision of plans
4. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
  5. Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
  6. Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.
  7. Co-ordination of provision in line with SEN policy.
  8. Maintain an accurate SEND register, provision map and other school specific records.
  9. Provide guidance to colleagues on teaching students with SEN and/or a disability, advise on the graduated approach to SEN support and provide practical day to day support in the classroom for identified students.
  10. Organise and monitor EAA in consultation with the Exams Officers.
  11. Co-ordinate and organise intervention and alternative provision such as off-site education.
  12. Manage SEN resources and budget.
  13. Work with primary providers, other schools within and outside the Trust, educational psychologists, health professionals, and other agencies with a SEN focus.
  14. Be a key point of contact for external agencies.
  15. Analyse data for students with SEN and/or a disability.
  16. Implement and lead intervention groups for students with SEN, evaluate their effectiveness, identify issues and develop progress plans.
  17. Identify students' SEN.
  18. Co-ordinate provision that meets student needs, and monitor its effectiveness.
  19. Ensure records are maintained and kept up to date.
  20. Review the education, health and care plans with parents/carers and the student.
  21. Communicate regularly, effectively and sensitively with parents/carers of SEN students.
  22. Prepare and review information the governing body and Trust is required to publish.
  23. Promote an ethos and culture that supports the school's SEN policy and promotes appropriate outcomes for students with SEN and/or a disability so that they achieve their potential.
  24. Lead and manage teaching assistants/learning support assistants/behaviour support assistants/emotional literacy support assistants working with students with SEN and/or a disability.
  25. Review staff performance on an ongoing basis and work closely with Senior Leadership Team.
  26. Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
  27. Working with leaders and teachers provide the support, coaching and training to deliver an exceptional Quality of Education for SEND students.
  28. Lead arrangements for preparing students for external examinations.
  29. Work alongside relevant staff to ensure effective sharing of key SEN information at points of transition including joining at EYFS, secondary and post-16.

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare

### **Continuing Professional Development**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to teaching and learning and personal development, behaviour and welfare which may lead to improvements in the provision of the academy.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.