



## JOB DESCRIPTION

**NAME OF SCHOOL:** Thomas Buxton Primary School

**POST TITLE:** SENDCO (Special Educational Needs and Disabilities Co-Ordinator)

**GRADE:** MPR/UPR and TLR 2C (£7014 including SEN Allowance)

**RESPONSIBLE TO:** AHT Inclusion

**STAFF SUPERVISED:** Scale 3 Teaching Assistants

**RESPONSIBLE FOR:** The Leadership and Management of high quality SEND provision across the school

### GENERAL PROFESSIONAL DUTIES

#### Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disability (SEND) 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 pupils with SEN or a disability (SEND)
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

#### Duties and responsibilities

##### Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability (SEND) across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose 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 pupils 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 pupils' 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
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- To provide direct teaching for SEND pupils in small groups or one to one where required.

## **Support for pupils with SEN or a disability**

- Identify a pupil's SEND needs
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Develop effective school systems for reporting and recording information for SEND children
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil'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, where a looked-after pupil has SEN or a disability (SEND)
- To advise and support colleagues in assessing and making provision for pupils with SEN, demonstrating and disseminating excellent classroom practice, liaising with outside agencies and other schools and remaining up-to-date with developments and initiatives thereby enabling the school to meet its targets for at least 85% of teaching to be Good or better
- To monitor the quality of learning and teaching for pupils with SEN throughout the school, providing appropriate feedback, guidance and direct support, thereby ensuring that all pupils receive appropriate support and make good progress – this would include those receiving targeted intervention programmes who should make accelerated progress
- To be responsible for monitoring data for pupils with SEN and taking strategic action to ensure they make good progress, with those receiving targeted interventions making accelerated progress

## **Leadership and management**

- Work with the headteacher and governors 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 governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- To model quality first teaching for all pupils for teaching and support staff as a member of the schools Senior Leadership Team
- 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 pupils with SEN or a disability
- To embody the school's vision, aims and professional standards in daily practice

## **Line Management Responsibilities:**

- Lead and manage Scale 3 Teaching Assistants working with pupils with SEN or a disability
- Lead staff appraisals for Scale 3 Teaching Assistants and produce appraisal reports
- Review staff performance on an ongoing basis as part of the planned annual appraisal cycle.
- Plan and implement the Professional Development Framework for Scale 3 Teaching Assistants

## **Other areas of responsibility**

- Be a Deputy Designated Officer for Child Protection

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the AHT Inclusion or Headteacher.

## **WIDER PROFESSIONAL EFFECTIVENESS**

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the school.

### **At UPR2 level:**

- Seek to share your expertise with colleagues

### **At UPR3 level:**

- Take advantage of appropriate opportunities for professional development;
- Use professional development effectively to improve pupils' learning;
- Contribute effectively to the work of the wider team; and

- Play a critical role in the life of the school (ref STRB).

**PROFESSIONAL CHARACTERISTICS**

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- Inspiring trust and confidence;
- Building team commitment;
- Engaging and motivating pupils;
- Analytical thinking; and
- Taking positive action to improve the quality of pupils' learning.

**At UPR3 level:**

- Provide a role model for teaching and learning (ref STRB)

**Conditions of Service**

**Equal Opportunity**

The post holder will be expected to undertake all duties in the context of and in compliance with the council's/school's equal opportunities policies.

**Safeguarding Children**

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

**ORGANISATIONAL DETAILS**

The post holder will be line managed and performance managed by: The AHT Inclusion

- The above job description was agreed on ..... (date). This job description will be reviewed regularly and may be subject to change with appropriate consultation.

\_\_\_\_\_ Signed by (Post holder)

\_\_\_\_\_  \_\_\_\_\_ Signed by (Headteacher)

## Person specification – SENDCO 2021

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>➤ Evidence of recent professional development relative to this post</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Teaching experience of a minimum of 5 years</li> <li>➤ Experience of working in diverse communities</li> <li>➤ Experience of working at a whole-school level</li> <li>➤ Involvement in self-evaluation and development planning</li> <li>➤ Experience of conducting training/leading INSET</li> <li>➤ Experience of managing teams</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Sound knowledge of the SEND Code of Practice</li> <li>➤ Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies</li> <li>➤ Ability to plan and evaluate interventions</li> <li>➤ Data analysis skills, and the ability to use data to inform provision planning</li> <li>➤ Effective communication and interpersonal skills</li> <li>➤ Ability to build effective working relationships</li> <li>➤ Ability to influence and negotiate</li> <li>➤ Good record-keeping skills</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y</p>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>➤ Ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding and equality</li> </ul>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	