



## SENDCO Job Description

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|---|---------------|--------------|--|
| <b>JOB DESCRIPTION FOR:</b>   | <b>SENDCO</b> | <b>Name:</b> |  |
| <p><b>Main responsibilities/Purpose:</b> Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.</p> <ul style="list-style-type: none"> <li>Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.</li> <li>Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.</li> <li>Support all staff in understanding the needs of SEN pupils.</li> <li>Support departmental developments of SEN provision.</li> <li>Monitor progress towards targets for pupils with SEN.</li> <li>Analyse and interpret relevant school, local and national data.</li> <li>Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.</li> </ul>   |               |              |  |
| <b>Line Manager:</b> AHT Pastoral   |               |              |  |
| <b>Line Managing:</b> N/A   |               |              |  |
| <b>Liaising with:</b> All teachers and support staff; Parents; Governors; LA Advisory Team and other agencies including Specialist School Provision.  |               |              |  |
| <b>Working Time:</b> 190 Pupil days per year; full-time; 5 In-service days; Directed time as detailed by Headteacher  |               |              |  |
| <b>Target Teaching Load:</b> 10/25  |               |              |  |
| <b>Salary/Grade:</b> SEN 2 £4074  |               |              |  |
| <b>Position on Pay Scale (highlight):</b> NQT                      Main Pay Range                      Upper Pay Range                      Leadership  |               |              |  |
| Administrative  |               |              |  |
| <b>Post duties (+ TLR if applicable):</b>   |               |              |  |
| <p><b>Relating to School Mission Statement:</b></p> <ul style="list-style-type: none"> <li>In line with the explicit aims within the School Mission Statement all employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. St Mary's, Leyland places the highest value on the very positive and supportive relationships, which exist between teachers and between teachers and pupils. Teachers are expected to set a positive example to others in this respect.</li> </ul>  |               |              |  |
| <p><b>Teaching and Learning for SEND pupils</b></p> <ul style="list-style-type: none"> <li>Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.</li> <li>Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND</li> <li>Work with staff to develop effective ways of bridging barriers to learning through: assessment of needs; target setting; IEPs, or Provision Maps; PSP; CAF and keeping accurate records.</li> <li>Collect and interpret specialist assessment data to inform practice.</li> <li>Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.</li> <li>Work with head teachers, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.</li> <li>Identify and teach the basic skills that will develop pupils' ability to work independently</li> <li>Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND</li> <li>Evaluate assessment data and discuss next steps with the Senior Leaders</li> </ul> |               |              |  |
| <p><b>Leading and Managing</b></p> <ul style="list-style-type: none"> <li>Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings</li> <li>Lead on the performance management process for SEN teachers and Support Assistants;</li> <li>Advise on and contribute to the professional development of staff, including whole school INSET provision;</li> <li>Provide regular information to the head teacher and governing body on the evaluation of SEN provision.</li> </ul>   |               |              |  |
| <p><b>Effective deployment of staff and resources</b></p> <ul style="list-style-type: none"> <li>Advise the head teacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency</li> </ul>   |               |              |  |



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- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies
- Work with external agencies to maximise resources made available

### Leadership

- Lead the school's response to new SEND Code of Practice 0 – 25 years.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the new SEN Code of Practice.
- Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
- Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice
- Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
- Monitor the children with SEND to check that they are making expected progress or better throughout the school.
- Attend pupil progress meetings to provide challenge and support to improve their progress.
- Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes.
- Write and review action plans for improving provision and achievement of SEND.
- Liaise with members of the Governing Body to inform them of progression of the SEND Action Plan, quality of teaching and learning, progress of pupils and overall standards across all Key Stages.
- Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, raising requests with the Assistant Head teacher for Inclusion.

### Other professional requirements

- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend / chair when necessary
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme
- Liaise with Year 5 pupils requiring advice about provision. (Secondary School SENDCO)
- Exercise a key role in assisting the headteacher and governors with the strategic development of SEN policy /provision

### Training and Development

- The National Award for Special Educational Needs Co-ordination is a requirement for the post holder.
- Deliver and share training and development opportunities within school and across partnerships.
- Support and help induct new members of staff, including Newly Qualified Teachers.
- Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.
- Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within statements/EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEND.
- Audit, order, organise and allocate resources throughout the school, keep an inventory and manage a budget
- Take an active role in organising assemblies & special curriculum events, as agreed with the Head teacher
- Assist class teachers with their termly parent workshops and in their communications with parents.

### Duties related to own Teaching & Learning:

The Teachers' Standards document gives a full description of teacher competencies at different levels. This will be referred to when making judgements on the quality of teaching and performance generally under Appraisal/Performance Management regulations.

<http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

- To undertake a pro rata appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.



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- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To make appropriate provision for pupils with Special Educational Needs based on the I.E.P.'s produced in conjunction with the Learning Support Department.

### **Duties relating to Pastoral /Other/Specifics:**

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

### **Other Specific Duties:**

- To support the school in meeting its legal requirements for worship.
- To continue personal development as agreed.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- 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 job description
- This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

### **Signature Post Holder:**

### **Signature Line Manager:**

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