

SENDCo Job Description and Personal Specification

Overall responsibility

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcome and success for all pupils.
- To model effective teaching, to coach and train colleagues and to be able to teach across the school.
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

Key Accountabilities

Strategic direction and development of SEND provision in the school – with the support of the Local Governing Board and SLT to:

- Lead by example in raising attainment of children with SEND
- To update the HT and liaise with the SEND Governor on the effectiveness and development of provision for pupils with SEND
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils.
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the School Development Plan.
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant schools, local and national information relating to pupils with SEND and advise the HT on the level of resources required to maximise achievement.
- Work with the HT and staff to eliminate barriers to learning through:
 - Assessment of needs
 - Monitoring of pupil attainment
 - Target setting
 - Pupil progress tracking
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.

- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.

Teaching and learning to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice.
- Work with pupils, class teachers and leadership to ensure realistic and challenging expectations of pupils with SEND.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

Leading and managing staff to:

- Achieve constructive working relationships and establish opportunities for the post holder to support staff and other teachers to review the needs, progress and targets of pupils with SEND.
- Provide regular information to Senior Leadership Team (SLT) and Local Governing Board members on the effectiveness of SEND provision and outcomes.
- Advise and contribute to all aspects of SEND training to ensure the professional development of staff.
- Have a good idea of how well SEND provision is being delivered and the impact it has on pupil achievement and use this understanding to feed into the School Development Plan, alongside SLT, and produce an action plan specific to your area
- Consult pupils, parents and staff about SEND provision and its effectiveness and assess the feedback against the school's vision and values
- Ensure the curriculum matches the needs of different pupils
- Take an active role in the professional development of all staff, including whole school inset
- Write and evaluate a SEND Action Plan, to be reviewed annually
- Monitor and review changes to the school's SEND policy and other relevant SEND documents and procedures
- Attend LA and SEND review and forum meetings
- Participate in arrangements for the appraisal and review of other teachers and support staff.

Parents, the community and extended schools to:

- Play a full part in the life of the school community.

- Work with parents and families who have a child with SEND offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways.

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development programme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources to:

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the HT and Business Manager.

Additional responsibilities and general requirements to:

- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.

Person Specification

Area	Essential	Desirable
Qualifications and Training	<p>Qualified Teacher Status</p> <p>Enhanced DBS</p> <p>Evidence of commitment to further professional development</p>	<p>Specific SENDCO Qualification</p> <p>Additional training in inclusion/SEND</p>
Experience	<p>At least three years' classroom teaching experience in a primary setting</p>	<p>SENDCO experience</p> <p>Experience of EYFS, KS1 and KS2</p>
CPD	<p>Evidence of some professional development taken in the last two years relevant to SEND</p> <p>Experience of sharing best practice with colleagues</p>	<p>Have delivered staff training through Insets or staff meetings</p>
Knowledge, skills and abilities	<p>An understanding of the SEN Code of Practice</p> <p>Proven experience of high standards of primary practice</p> <p>Experience of monitoring teaching and learning</p> <p>Understanding of a range of strategies to monitor pupil achievement</p> <p>Understanding of how to make use of appropriate data to analyse the performance of children, in order to influence and adapt teaching as well as set targets</p> <p>Creates a safe, happy and challenging learning environment</p> <p>Can use technology effectively</p> <p>Can contribute positively to curriculum development</p> <p>Demonstrates excellent behaviour management skills</p> <p>High expectations of all stakeholders and others</p>	<p>The ability to use data bases such as SIMs</p> <p>Experience of leading appraisals</p> <p>Experience of organising and facilitating multi agency meetings</p> <p>Understanding of the relevant LA procedures for SEND and relevant legislation e.g. EHCP annual reviews</p> <p>Understanding of multi-agency working</p> <p>Understanding of relevant local and national initiatives relating to SEND</p>

	<p>An understanding of the medical and mental health issues affecting young people</p> <p>A thorough understanding and continuous awareness of safeguarding issues</p>	
<p>Personal qualities</p>	<p>Able to lead by example and demonstrate what effective classroom practice should look like</p> <p>Able to empathise with pupils and parents</p> <p>Visibly kind and consistent in communicating with children and their families</p> <p>Able to motivate and inspire staff and pupils</p> <p>Demonstrates leadership qualities</p> <p>Exceptional written English skills</p> <p>Dynamic and innovative</p> <p>A good health and attendance record</p> <p>Able to work under pressure and meet deadlines</p> <p>Enthusiastic and driven individual.</p> <p>Proactive and focused.</p> <p>Highly confident, assertive and efficient in dealing and engaging with all stakeholders.</p> <p>Highly confidential and discrete</p> <p>Good at building relationships at all levels within an organisation</p> <p>The ability to prioritise matters and juggle many projects simultaneously</p> <p>A team player</p> <p>Desire to develop career</p>	