

It is expected that all members of staff will:

- maintain a commitment to safeguarding and to promoting the welfare of children and young people;
- support the ethos of the school by being a visible presence;
- adopt professional standards of behaviour and appearance at all times;
- work as a supportive member of staff;
- consult colleagues for guidance and share best practice;
- participate in the School's professional review procedures;
- familiarise themselves with all the relevant documentation and policies;
- take responsibility for the development of their professional portfolio.

### **Core purpose**

The key task of the Learning Support Co-ordinator is to ensure that provision for students with individual learning needs is efficiently and effectively managed. The range of responsibilities delegated to the Learning Support Co-ordinator with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with specific educational needs via the Learning Support Co-ordinator. The post-holder will be expected to comply with any reasonable request from the Senior Leadership Team and to undertake work of a similar level that is not specified in the job description.

The Learning Support Co-ordinator, with the support of the Head and Governing body, takes responsibility for the day-to-day operation of provision made by the school for students across the school with specific educational needs and provides professional guidance in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.

### **Main Responsibilities**

#### **Strategic direction of provision for students with Specific Educational Needs & Disabilities**

- ensure effective systems of communication, including feedback about student's learning to inform future planning
- monitor the quality of support for students with specific learning needs by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- ensure that the objectives of the Specific & Extended Learning Needs policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies
- maintain an up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

#### **Teaching and learning**

- promote aspects of inclusive teaching
- lead INSET regularly and as appropriate; this may include chairing and be a part of working parties
- lead relevant meetings
- collect and interpret specialist assessment data gathered on students and use to prepare ISAPs and inform practice.
- work with students, parents and relevant staff to ensure realistic expectations of behaviour and achievement
- support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum

- write and review ISAPs for presentation to parents, maintain detailed information from meetings with parents, ensure information provided to staff and entered into SIMS is accurate and up to date
- develop systems for colleagues to monitor and record progress made by students towards the achievement of targets set in ISAPs;
- work with Year Leaders, Prep and Nursery staff, review ISAPs regularly with parents and students; agree and communicate new targets.
- support the Head in meeting statutory responsibilities for SEN statements and their Annual Review
- lead the Annual Review meetings for students with an EHC plan;
- liaise with the Examinations Officer and other relevant staff to ensure Educational Psychology reports are up to date and access arrangements for all examinations are identified and met.
- work with the School Admissions Registrars to identify and confirm students qualifying for extra time for entrance tests, providing information to relevant staff
- work alongside the assessment and reporting manager and the pastoral team to ensure that school reports are appropriate for students with diagnosed individual needs
- support relevant members of staff in writing references and completing other official documentation for students with diagnosed individual needs

### **Leading and managing staff**

- lead and manage Learning Assistants working across the school;
- advise the Deputy Head on all relevant staffing matters within the team;
- appraise Learning Support Assistants through the School Professional Review policy and ensure continual development and improvement in practice;
- encourage all staff to recognise and fulfil their statutory responsibilities;
- create an administrative infrastructure as part of an effective communications system;
- identify the training needs of staff and, working with the School CPD coordinator, organise, coordinate and deliver training;
- disseminate procedural information such as recommendations of the code of practice or the schools own specific & extended needs policy;
- ensure the establishment of opportunities for Learning Assistants to review the needs, progress and targets of students with learning difficulties;
- provide regular information to the Senior Leadership team and governing body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review;

### **Efficient and effective deployment of staff and resources**

- draw up, and maintain, the annual budget, the annual review and development plan;
- provide advice to SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND;
- organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including IT;
- maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school;
- liaise with external agencies as appropriate;
- be actively involved in the organisation of special events such as open mornings, presentation evenings, options and curriculum evenings, Inter-House competitions and encourage participation in them by staff and students.

This role incorporates the role of a teacher, the job description for which should be read in conjunction to this.