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| **Job title** | **Special Educational Needs Co-ordinator** |
| **Salary and grade:** | Standard national scale in line with the current *School Teachers’ Pay and Conditions* document |
| **Line manager:****Supervisory responsibility:****Work in Partnership with:** | Deputy Head teacher (Inclusion), Head teacher and the governing body of the schoolSpecial needs teachers and support staffOther members of staff, governors, Ealing LA staff and parents |
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**Job Purpose**

* To be responsible for the implementation of the SEND policy across the whole school and the running of the Inclusion department.
* To play a key role within the School to ensure that all pupils with additional needs make good or outstanding progress in their learning and achieve to the very best of their ability
* To directly contribute to pupils’ progress through high quality sustained teaching of intervention support groups based upon an informed knowledge of their learning and specific needs
* To be a member of the School Leadership Team, sharing a positive role in promoting the School’s vision and ethos.
* To manage the support staff team as line manager, including the co-ordination and delegation of relevant activities.

**Employment Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teacher’s Pay and Conditions Document and having regard to the National Standards for Subject Leaders. The post holder’s key accountability will be for raising the standards of teaching, learning and attainment through the coordination, the monitoring and assessment of Special Educational needs across the curriculum. It may be modified by the Head teacher with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Professional Responsibilities**

The post holder will be required to exercise her/his professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:

**Teaching and Learning**

Identify and adopt the most effective teaching approaches for pupils with SEN:

* Monitor teaching and learning activities to meet the needs of pupils with SEN. Actively run intervention and support groups with pupils on a regular basis in order to accelerate their progress. Identify and teach study skills that will develop pupils' ability to work independently. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN
* Have regard to individual needs of pupils with Special Educational Needs and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities. Liaise with all Phase leaders, curriculum leaders and class teachers to ensure curriculum differentiation, continuity and progression.

**Achievement and Progress**

* Set targets for raising achievement among pupils with additional learning needs and SEN
* Collect and interpret specialist assessment data, feeding specifically into half termly Pupil Progress Review Meetings with class teachers and TAs and formulate plans to address any issues and needs as appropriate.
* Maintain and further develop existing systems for identifying, assessing and reviewing SEN.
* Update the Senior Team and governing body on the effectiveness of provision for pupils with additional learning needs and SEN.
* Develop understanding of learning needs and the importance of raising achievement among pupils.
* Attend consultation evenings and keep parents informed about their child's progress.

**Leadership**

* To ensure that the SEND policy is compliant and being effectively administered.
* To provide strategic direction in regard to the SEN provision across the whole school.
* Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN
* Inform all staff of any changes in SEN policy and legislation
* Provide training opportunities for learning support assistants and other teachers to learn about SEN / additional needs
* Disseminate and model outstanding practice in SEN across the school
* Identify resources needed to meet the needs of pupils with SEN and advise the SLT of priorities for expenditure
* Assist in the effective organisation and deployment of teaching assistants and other resources linked to Special Educational Needs.
* To monitor the quality of SEN support delivered by the SEN support staff.
* Identify key professional development.
* Act as the performance management team leader of the SEN support staff.

**Standards and Quality Assurance**

Support the aims and ethos of North Ealing Primary School

* Set a good example in terms of professional dress, punctuality and attendance
* Attend and participate in open evenings and student performances
* Uphold the School’s code of conduct and uniform code for pupils
* Participate in staff training
* Attend team and staff meetings
* Develop links with governors, LAs and neighbouring schools

**Other Duties and Responsibilities**

The SENCO has a number of duties:

* Establishing and updating the Special Needs Register
* Listening to colleagues with concerns about pupils
* Advising colleagues about their concerns and ensuring that these are documented when appropriate
* Monitoring any screening or baseline assessments in order to pick up children who are falling behind
* Helping class teachers to use the targets as set out in Individual Education plans on the provision map
* Co-ordinating provision at termly and annual reviews for children on the SEN register and those with EHCP or statements, by calling meetings as necessary and ensuring that all involved parties (class teachers, parents / carers, outside agencies, Learning Support Assistants and the pupil if possible) contribute, if they can, to these reviews.
* Finding ways of informing parents about the targets and arrangements to ensure their support in meeting the relevant targets.
* Meeting parents who have concerns about their children. Such meetings usually result in some action.
* Monitoring record keeping at all stages of the SEN provision.
* Timetabling special needs teachers and Learning Support Assistants.
* Advising the Learning Support Assistants in techniques and materials to enable them to implement Individual Educational Plans and manage the targets set in them. This often includes providing or arranging training in aspects of their role and mentoring them on a regular basis.
* Reviewing the SEN Policy of the school on an annual basis and updating it as necessary.
* When a child obtains a statement, conducting a post-statement planning meeting and helping to form annual objectives and short-term targets.
* Carrying out annual and interim reviews of the provision for children with statements/EHC plans.
* Run and monitor Pastoral Support Programmes.
* Making arrangements to support children with SEN in SATS tests, for example providing readers in maths SATS
* Monitoring the resources devoted to special educational needs and making cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops, I pads and Dictaphones
* Initiating in-service training for the whole staff in order to update knowledge and strategies
* Liaising with outside agencies
* Support children and their families at key transition points into, within and out of primary education
* Liaising with feeder schools
* Ensuring that when a pupil leaves the school all their records are passed on to the next school that they attend.
* Take the lead in assessments of children with SEN including their strengths and weaknesses

**Professional Development**

* Take part in appraisals and annual professional review meetings.
* Keep up to date with current thinking, regulations and practice and further develop skills by attending courses, workshops and meetings.

# Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

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| **Signature of post holder** |  | **Date** |  **/ /** |
| **Signature of Headteacher** |  | **Date** |  **/ /** |