



Job Description for SENDCO

Job Title: Special Educational Needs & Disabilities Coordinator L3-7

Reporting to: Deputy Headteacher

Role Purpose: The SENDCO, under the direction of the Deputy Headteacher will determine the strategic development of Special Educational Needs and Disabilities (SEND) policy and provision in the school. He/she will be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability.

Role Tasks:

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability 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 SEND policy is put into practice, and that the objectives of this policy are reflected in the school development 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.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register/database and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- 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 students with SEN or a disability.
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.

Support for students with SEN or a disability

- Identify a student's SEND.
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness.
- Secure relevant services for the student.

- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the student.
- Communicate regularly with parents or carers.
- Ensure that all relevant information is shared and smooth transitions are in place for students transferring in or out of the school.
- Promote the student'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.
- Ensure that appropriate provision is in place for students with significant barriers to learning including English as an Additional Language.

Leadership and management

- Work with the SLT 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 to present to SLT and the Governing Body.
- Contribute to the school development plan and whole-school policy.
- Identify training needs for staff and lead CPD as appropriate
- Disseminate procedural information, such as the school's SEND policy and students' ANPs.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability.
- Lead and manage the Inclusion team, the specialist teacher for SEND and teaching assistants working with students with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.
- Coordinate and lead Additional Needs Team (ANT) meetings and support ANT staff with action planning and referrals, to meet the needs of students with significant additional needs.

Other areas of responsibility

- To teach as arranged. The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

The above responsibilities are subject to the general duties and responsibilities contained in the Conditions of Employment of School Teachers' document. It will be subject to negotiation, following appointment, and it may be modified or amended from time to time after full consultation with the post-holder.

Person Specification:

Focus	Criteria	Essential	Desirable	To be identified through:		
				Application	Reference	Interview
Qualifications	SENDCO qualification		✓	✓		
	Qualified teacher status	✓		✓		
	Good honours degree	✓		✓		
	Recent and relevant CPD	✓		✓		
	Further professional qualification linked to educational leadership		✓	✓		
Experience	The ability to inspire, develop, empower and sustain individuals and teams	✓		✓	✓	✓
	Carrying out a leadership post that has impacted on standards and progress, positively		✓	✓	✓	
	Managed a team successfully		✓	✓	✓	
	Leadership of both teachers and associate staff		✓	✓	✓	
	Lead school development linked to improving pupil outcomes		✓	✓	✓	
	Monitored and evaluated aspects of teaching and learning and/or performance management		✓	✓	✓	✓
	Implemented robust self-evaluation and quality assurance procedures		✓	✓	✓	✓
	Lead whole school CPD		✓	✓		
	Worked within more than one educational setting		✓	✓		
	Worked with external stakeholders and the wider community		✓	✓		
Professional knowledge, skills and aptitude	Able to develop and maintain excellent relationships with young people	✓		✓		✓
	Outstanding classroom practitioner	✓		✓	✓	✓
	Excellent organisational skills	✓		✓	✓	✓
	Well-developed interpersonal and communication skills	✓		✓	✓	✓
	Emotionally intelligent when working with pupils, parents and colleagues	✓		✓		✓
	Knowledge and understanding of the requirements needed to achieve outstanding pupil progress and personal development	✓		✓		✓
	Understand how to seek and use data effectively to track and monitor progress and show impact of actions	✓		✓	✓	✓

	Knowledge and understanding of what constitutes high quality educational provision	✓		✓		✓
	Effective IT skills and ability to improve pupil achievement using new technologies	✓		✓		✓
	Detailed working knowledge of current education legislation, priorities and trends	✓		✓		✓
Personal attributes	Engagement with the values and vision of Honley High School	✓		✓		✓
	Passionate belief in the potential of all young people	✓		✓		✓
	Ability to work under pressure and to deadlines	✓			✓	✓
	High expectation of self and others	✓			✓	✓
	Excellent punctuality and attendance	✓			✓	
	Understanding and commitment to the protection and safeguarding of children and young people	✓				✓
	Ability to establish and maintain good relationships with others	✓				✓
	Ability to inspire the trust, confidence and respect of pupils, staff and the community	✓				✓
	Energy, imagination, loyalty and personal commitment	✓				✓
	Sense of humour and ability to maintain a sense of perspective	✓				✓