



<b>JOB DESCRIPTION FOR:</b>	<b>SENDCO Lead Practitioner</b>	<b>Name:</b>	
<b>Main responsibilities/Purpose:</b> <ul style="list-style-type: none"> <li>Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement</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 SEND pupils</li> <li>Support departmental developments of SEND provision</li> <li>Monitor progress towards targets for pupils with SEND</li> <li>Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND</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> The Headteacher			
<b>Line Managing:</b> The SEND team (TA2, TA3, HLTA)			
<b>Liaising with:</b> All teachers and support staff; Parents; Governors; Primary and Tertiary Organisations; Local Authority 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> 8/25			
<b>Salary/Grade:</b> Lead Practitioner Pay Scale 7-11			
<b>Position on Pay Scale (highlight):</b> <span>ECT</span> <span>Main Pay Range</span> <span>Upper Pay Range</span> <span>Leadership</span> <span>Administrative</span>			
<b>Post duties (+ TLR if applicable):</b> <b>Relating to School Mission Statement:</b> <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>			
<b>Teaching and Learning for SEND pupils</b> <ul style="list-style-type: none"> <li>Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND</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 SEND pupils' provisions through close liaison with the SEND team, other staff, parents and external agencies</li> <li>Work with the Senior Leadership Team, teachers, pastoral staff and support 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> <li>Upon completion of relevant training, take the lead as Deputy Designated Safeguarding Lead in relation to SEND safeguarding matters</li> </ul>			
<b>Leading and Managing</b> <ul style="list-style-type: none"> <li>Provide professional guidance to staff to secure Quality First Teaching for SEND pupils, through both written guidance and meetings</li> <li>Lead on the appraisal process for the SEND department</li> <li>Lead on the professional development of staff in relation to SEND, including whole school INSET provision;</li> <li>Provide regular information to the Senior Leadership Team and governing body on the evaluation of SEND provision</li> </ul>			



## **SENDCO Lead Practitioner Job Description**

### **Effective deployment of staff and resources**

- Advise the Senior Leadership Team and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies
- Work with external agencies to maximise resources made available

### **Leadership**

- To ensure St Mary's is fully compliant with the SEND Code of Practice: 0 – 25 years
- Ensure all members of staff recognise, understand and fulfil their statutory responsibilities to pupils with SEND
- Provide training opportunities for TA2, TA3 and HLTA colleagues, 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 Quality First Teaching practice
- Help teachers meet individual needs for children with SEND and EHCPs in the classroom
- Monitor the children with SEND to check that they are making expected progress or better throughout their time at St Mary's
- Attend Progress Evenings to provide support to SEND pupils and their parents/carers
- Monitor the effectiveness of interventions delivered in the classroom
- Monitor the impact TA's/HLTA's have on pupils when working with them in class and intervention sessions
- Write and review action plans for improving provision and achievement of SEND
- Regularly report to the Senior Leadership Team and Governing Body to inform them of progression of the SEND pupils and overall standards for SEND across all Key Stages
- Develop productive partnerships with outside agencies and identify needs across the school for commissioning support where appropriate

### **Other professional requirements**

- Co-ordinate all Annual Reviews and appropriate reviews of Individual Education Plans and other care plans, and attending / leading TAFs and EHAs when necessary
- Liaise closely with Year 6 pupils who are joining St Mary's, including attending Annual Reviews to help facilitate continuity and progression through the development of a transition programme
- Exercise a key role in assisting the school with the strategic development of SEND policy /provision

### **Training and Development**

- The National Award for Special Educational Needs Co-ordination is a requirement for the post holder. It is desired that the successful candidate will already hold a suitable qualification.
- Deliver and share training and development opportunities within school and across partnerships
- Support and help induct new members of staff, including Early Career Teachers
- Attend courses/meetings and evaluate and report back to the Senior Leadership Team 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 the St Mary's SEND Handbook 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

### **Duties related to 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 meet the Teachers' Standards
- To undertake a pro rata appropriate programme of teaching in accordance with the duties of a qualified teacher.



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- 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.
- 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 monitor and support the overall progress and development of students with Special Educational Needs
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- When required, to act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description
- To contribute to PSHCEE/Personal Development according to school policy
- To ensure the behaviour management system is implemented so that effective learning can take place
- 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
- 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 STPCB 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.**