



# MANOR DRIVE ACADEMIES

Porter Avenue, Peterborough PE4 7EP



## JOB DESCRIPTION AND KEY ACCOUNTABILITIES

**Post Title: Special Educational Needs Coordinator**

### MAIN PURPOSE OF JOB

- To provide strategic leadership of the provision for students with special educational needs and disabilities (SEND).
- Identification and assessment of students with SEND.
- Ability to lead, manage and effectively deploy staff and resources to meet the needs of students with SEND.
- To take a full role within the school community as a Senior Middle leader.
- To attend Senior Team meetings when required
- Ensure that all staff, teaching and non-teaching, are provided with relevant up to date information and training relating to the support of identified students.
- To lead on raising standards of student attainment and achievement with SEND students in all year groups and ability profiles.
- To ensure that paperwork relating to students with SEND meets statutory requirements.
- To develop and maintain excellent relationships with parents of students with SEND, the local authority and relevant external organisations.
- Work with the Finance Manager to check funding status of our EHCP students.
- Apply for funding to LA panel to match the provision as outlined in EHCP's.
- Work alongside designated staff on ensuring our CENSUS is up to date in regards to students in the Inclusion department and SEND.
- To lead the process of monitoring and evaluation of SEND in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To implement internal QA systems within SEND regarding tracking of student attainment, achievement, experience and support.
- To undertake regular appraisal and target setting meetings and reviews with line managed staff.
- To pay due regard to the school's equality policy and its application in the work of SEND student support system.
- To promote the general progress and wellbeing of individual students and provide guidance and advice as necessary.
- To participate in staff meetings which relate to curricular, guidance, administrative and organisational issues.
- Ensure that there is a strategic overview of provision for students with SEND across the school which maximises their potential
- To deliver the school's SEND policy.
- To monitor the effectiveness of intervention for students with SEND by outcome.
- Lead and manage the Academies teams of Higher Level and Teaching Assistants in both MDPA and MDSA working directly with students with SEND and ensure that they are effectively deployed.
- Ensure that the Senior Leadership Teams and Governing Bodies of each of the Academies are informed about current good practice and legislation relating to SEND and inclusion and that policies and practices relating to SEND are up to date.
- Liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high quality provision for students with SEND.
- Lead on the development and implementation of inclusive practice throughout the school and liaise with teachers across the schools, including delivering appropriate training when necessary.
- Maintain an accurate SEND register and provision map reviewed on a termly basis to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEND.

- Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEND are regularly reviewed with students, parents and other agencies and recommendations made are implemented.
- To ensure exam access arrangements are assessed and applied for by the deadline each year and evidence collated in line with the JCQ regulations.
- To ensure that exam concessions for students with SEND are carried out and implemented through liaison with the Exams Team.
- Monitor, analyse and report on assessment information and examination results for students with SEND to ensure that they make excellent progress.
- To support safeguarding issues relating to SEND students and ensure that DSLs (and Safeguarding team) are informed of concerns.
- To lead on the provision and guidance regarding SEND students on safe guarding and safe practices.
- To lead and manage transitions for SEND students at key points in their academic journey
- To liaise with outside agencies as appropriate.

### **SENCO's responsibilities (SEND Code of Practice 2014)**

Paragraph 6.90 (on pages 108-109) of the Code of Practice sets out the main responsibilities of the SENCO. It says that SENCOs may be expected to:

- Oversee the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Liaise with the relevant designated teacher for looked after children, where a looked after student has SEND
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with parents of pupils with SEN
- Liaise with previous setting, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Act as a key point of contact for external agencies
- Liaise with post 16 or further education providers to ensure students and their parents are informed about their options including planned transition
- Work with the Headteacher and Governing Body to ensure that the school meets its statutory responsibilities under the Code of Practice (2014), the Equality Act (2010)
- Ensure that the records of all students with SEND are up to date

The SENCO is responsible for:

- Identifying students with SEND
- Selecting and coordinating provision that meets those needs
- Monitoring the effectiveness of any SEND provision made for the student
- Securing relevant services for the student
- Liaising with and gathering information from teachers, pastoral team and any other school staff
- Liaising with and providing information to a parent of the student on a regular basis
- Promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Selecting, supervising and training learning support assistants who work with students who have SEND
- Advise teachers about differentiated teaching methods appropriate for individual students
- Contribute to INSET for teachers at the school
- Preparing and reviewing a termly report for the Governing Body

## **LINE MANAGEMENT**

- To be responsible for the day-to-day management of staff within the department and act as a positive role model.
- To delegate roles and responsibility to staff within the subject area and monitor progress.
- To support and guide staff within the department appropriately
- To advise on performance

## **PASTORAL SYSTEM**

- To monitor and support the overall progress and development of students within the department.
- 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.
- Line manage SEND Tutor Groups.
- To contribute to PSHE, citizenship and enterprise programmes guiding staff on differentiation as needed.
- To ensure the behaviour management system is implemented in the department so that effective learning can take place.

## **ADDITIONAL DUTIES**

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

Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.

### **Other Specific Duties**

**You are to carry out the duties of a school teacher as set out in Pay and Conditions Document 1994 and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.**

To continue personal development as agreed.

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.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.