



## JOB DESCRIPTION

*Sheldon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure.*

**Job Title:** Special Educational Needs Co-ordinator/Head of Learning Support

**Salary:** TLR1c

**Additional non-contact time:** 14 periods per fortnight for leadership and management duties

**Responsible to:** Deputy Headteacher (Curriculum and Planning)

**Responsible for:** TA Manager and Learning Support Team

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### Strategic purpose:

The SENDCO, with the support of the Headteacher and governing body, takes responsibility for the day-to-day operation of provision made by the school for students with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all SEN students.

The key task of the SENDCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENDCO with regard to provision and co-ordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN via the SENDCO. Working with the deputy head, the SENDCO has the following responsibilities:

### Key responsibilities:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with special educational needs.
- Communicating effectively with parents of children with SEN.
- Liaising with and advising fellow colleague on all aspects relating to SEN.
- Close liaison with TA manager to ensure effective deployment of TAs.
- Overseeing the records of all children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Contributing to teaching throughout the school, providing a learning experience which provides students with the opportunity to achieve their potential.
- Tracking progress of all SEN pupils and to measure impact of support provided.

- Overseeing the work of the Hearing Impaired Resource Base.

### **Strategic direction of SEN provision**

- Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed.
- Keeping up-to-date with National and local initiatives which may impact upon policy and practice and advising the headteacher and governing body on implementation.

### **Progress and Achievement of SEN Students**

- Monitoring the progress, welfare and discipline of students and to follow up the progress reviews, liaising with the pastoral team, parents and external agencies when appropriate.
- Liaising with faculty heads, year heads, feeder schools, (particularly regarding transition), local colleges and external agencies.
- Planning timely and appropriate interventions to support academic progress and pupil well-being.

### **Teaching and Learning**

- Leading SEN INSET regularly and, where appropriate, this may include chairing and being a part of working parties.
- Working with other colleagues across the school to support them in supporting SEN students.
- Overseeing and monitoring the quality of support plans such as 'My Support Plans' and maintaining detailed information for subsequent meetings with parents.
- Supporting the head in meeting statutory responsibilities for EHC Plans and their annual review.
- To be responsible for behaviour support provision for SEN students in line with the school's Code of Conduct, Behaviour and Discipline Policy and to develop specialist support strategies throughout the school – working with all curriculum areas as appropriate.

### **Leadership and Management of SEN**

- To lead the Annual Review meetings for students with EHC Plans and 'My Support Plans'.
- To be part of and take the lead in CAF meetings where appropriate.
- To lead the team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's development plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To manage effectively all staff connected with the faculty.
- To appraise departmental colleagues on an annual basis.
- To encourage all staff to recognise and fulfil their statutory SEN responsibilities.
- To identify the training needs of staff and organising/co-ordinating INSET to be delivered by other professionals.
- To disseminate procedural information such as recommendations of the code of practice or the school's own SEN policy.

- To ensure the establishment of opportunities for SEN teaching assistants to review the needs, progress and targets of pupils with learning difficulties.
- To provide regular information to the deputy head and governing body on the evaluation of the effectiveness of provision for students with SEN, to inform decision-making and policy review.
- To attend faculty heads' meetings.
- To meet termly with his/her line manager.
- To liaise closely with the inclusion co-ordinator and year heads about progress of SEN pupils.
- To meet monthly, as a minimum, with the pupil support manager.

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

- To strategically manage the SEN budget, staff and resources, maximise the cost-effectiveness of provision.
- To provide advice to deputy head relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN.
- To organise and co-ordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.

*To be read in conjunction with Head of Faculty Job Description.*

#### **Other:**

- To be proactive in safeguarding all pupils in line with school policies and procedures
- In addition to the specific duties listed above, ensure that the professional standards for teachers with QTS are met
- To take part in the school's staff continual professional development programme
- To support the aims and ethos of the school
- To comply with the school's health and safety policy
- To undertake any other reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

*While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.*