

<b>Job Description:</b>	<b>SENDCO</b>
<b>Responsible for:</b>	<b>Leadership of Special Educational Needs in the school</b>
<b>Responsible to:</b>	<b>Headteacher</b>

### **Job purpose:**

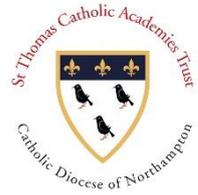
The core purpose of the SENDCO is to take responsibility for the day-to-day provision made by the school for pupils with SEN and to provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The SENDCO's fundamental task is to support the Headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Managers should make reference to the TTA National Standards for SENDCOs.

### **1. Strategic direction and development of SEN provision in the school**

SENDCOs co-ordinate, with the support of the Headteacher and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

- To contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- To secure high standards of teaching and learning by supporting staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;
- To contribute to the School Improvement Plan (*and Department Improvement Plans where appropriate*) to ensure that the objectives of the SEN policy are reflected in them and to review progress made against this at least twice a year
- To ensure that effective systems are in place to identify and meet the needs of relevant pupils and that they are co-ordinated, monitored, evaluated and reviewed;
- To monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement; (Action improvement as appropriate)
- advise the Headteacher and Local Academy Committee on the level of resources required to maximise the achievements of pupils with SEN;
- liaise with and co-ordinate the contribution of external agencies;
- analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.



-Secure improvements for students and career development of staff by guiding and motivating teachers in the subject.

- Consider the status of the subject in the school, in the options system and beyond at all key stages.
- To keep staff abreast of all developments in SEND

## **2. Teaching, Learning and managing students**

-To support the identification of collect and interpret specialist assessment data gathered on pupils and use it to inform practice, and disseminate the most effective teaching approaches for pupils with SEN;

-To work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;

-To monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of pupils with SEN;

-To develop systems for monitoring and recording progress made by pupils with SEN towards the achievement of targets set;

-To support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;

-To identify and develop study skills to support pupils in their ability to work independently and learn more effectively;

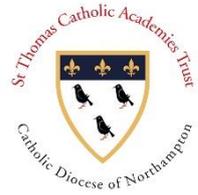
-To support other staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;

-To know how to recognise and deal with stereotyping in relation to disability or race;

-To maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; provide information to parents about targets, achievements and progress;

-To develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when pupils with SEN transfer;

-To develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.



### **3. Leading and Managing Staff**

SENDCOs support staff involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

- To help staff to achieve constructive working relationships with pupils with SEN;
- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN;
- To ensure the establishment of opportunities for the SENDCO, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN;
- To provide regular information to the Headteacher and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;
- To advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN, and provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction.

### **4. Efficient and Effective deployment of staff and resources.**

- Establish subject needs and priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Deploy staff involved in working with pupils with SEN and relevant resources to ensure maximum effectiveness and impact for students and visitors
- Maintain and develop resources and accommodation to secure effective teaching and create a stimulating learning environment. (Explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.)
- Ensure there is a safe working and learning environment in which risks are properly assessed