Job Description

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| **Post Title:** | | SEND CO-ORDINATOR |
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| **Salary/Grade:** | | Leadership range L7-L11 |
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| **Purpose:** | | **As SENDCo for the school, raise standards of student attainment and achievement for all students on the Code of Practice (COP) by recognising and overcoming barriers to learning and to monitor and support student progress.**   * To lead the strategic review, development and communication of all aspects of SEND provision across the school. * To be accountable for student progress and development within the SEND department, including liaising with all other areas to support their SEND provision * To lead on all aspects relating to EHCPs. * To develop and enhance the teaching practice of others. * To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students that meets their specific needs and allows them to access the curriculum, in accordance with the aims of the school and the curricular policies. * To effectively manage and deploy teaching/support staff, financial and physical resources to support SEND students. * To forge positive, effective and productive partnerships with multi-agencies and partner educational establishments. * To lead and facilitate an effective transition process for SEND students (e.g. KS2-3, KS4-5 and KS5 – beyond) * To lead and facilitate an effective transition process for all students moving into KS3. * Responsibility for gathering and collating SEND information from external agencies. * To play a role in narrowing the gap of achievement for pupil premium students. * Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers’ Pay and Conditions Document (STPCD) |
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| **Reporting to:** | | Member of the Senior Leadership Team with student welfare responsibilities, Headteacher and Governors. |
| **Liaising with:** | | Governors, Senior Leadership Team, Middle Leaders, relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents/carers and link governor. |
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| **Disclosure level** | | Enhanced |
| **KEY AREAS** | | |
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| **Teaching** | 1. To undertake an appropriate programme of teaching in accordance with the duties of a main scale/UPS teacher. 2. To maintain the national Teacher Standards 3. To provide specialist teaching to identified students in small groups for literacy, numeracy, social skills and other intervention courses. 4. To develop and enhance the teaching practice of others. | |
| **Operational/ Strategic Planning:** | 1. To lead the development of appropriate syllabi, resources, schemes of work, marking policies, assessment and learning and teaching strategies for SEND students. 2. To be responsible for the day-to-day management, control and operation of programmes for SEND students, including the effective deployment of staff and physical resources. 3. To monitor proactively and follow up student progress for SEND students and those in receipt of Catch Up funding 4. To liaise and work with departmental and pastoral staff to ensure that the needs of SEND students are met and they are making at least expected progress. 5. To implement school policies and procedures, e.g., equal opportunities, health and Safety, COSHH, inclusion etc. 6. To work with colleagues to formulate aims, objectives and strategic plans for SEND provision. 7. To lead and manage the evaluation of the impact of SEND provision and planning development priorities. 8. To work with the Senior Link to ensure that the work in the SEND Department fully reflects the school’s distinctive ethos and vision. 9. To ensure that Health and Safety policies and practices, including Care Plans and Risk Assessments, throughout the SEND department are in line with national requirements and are updated where necessary 10. To organise the assessment of students for Special Exam Arrangements and to ensure evidence and documentation is compliant to all standards. 11. To test reading for all Year 7 students and monitor and track progress throughout the school using CATS and other progress data. 12. To maintain procedures for the monitoring and recording of data and provision for all students on COP, using school provision maps. 13. To provide a stimulating learning environment for all students with SEND. 14. The application of the Code of Practice procedures/subsequent guidance documents | |
| **Curriculum Provision in the SEND context:** | 1. To liaise with the Senior Leadership Team Link and relevant teachers to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum and intervention programmes which compliments the School Development Plan and Self-Evaluation. 2. To be accountable for the development and delivery of appropriate curriculum provision for students with SEND. | |
| **Curriculum Development in a SEND dept. context:** | 1. To liaise with department leaders and support them in ensuring that curriculum planning, classroom organisation, and teaching methods take account of the learning needs of all SEND students. 2. To keep up to date with national developments, legislation for SEND and teaching practice and methodology. 3. To monitor and respond to curriculum development and initiatives at national, regional and local levels. 4. To assist departments in the evaluation and production of appropriate curriculum resources. 5. To advise teachers and TAs to enable them to fully meet the needs of SEND students. | |
| **Quality Assurance:** | | 1. To ensure the effective operation of self-review and other quality assurance procedures. 2. To lead in the process of the setting of targets within the department and to work towards their achievement. 3. To establish common standards of practice within the department and develop the effectiveness of learning and teaching styles in all subject areas within the area. 4. To contribute to the school procedures for lesson observation. 5. To implement school quality assurance procedures and to ensure adherence to those within the SEND department. 6. To monitor and evaluate SEND provision in line with agreed school procedures including evaluation against quality standards and performance criteria. 7. To seek/implement modification and improvement where required. 8. To ensure that the area’s quality procedures meet the requirements of Self-Evaluation and Strategic Plans. |
| **Management Information:** | | 1. To ensure the maintenance of up-to-date and accurate information concerning the area on the management information system. 2. To lead in the use of analysis and evaluate performance data provided. 3. To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken. 4. To produce reports within the quality assurance cycle for SEND provision. 5. To produce reports on examination performance, including use of value-added data. 6. In conjunction with the relevant member of the Senior Leadership Team, to manage the SEND department’s collection of data. 7. To provide the Governing Body with relevant information relating to the SEND students’ performance and development |
| **Communications & Liaison:** | | 1. To ensure that all members of the team are familiar with its aims and objectives. 2. To ensure effective and high quality communication and consultation as appropriate with students and parents /carers and ensure that all Annual Reviews are undertaken effectively and on time. 3. To liaise with primary schools and other educational establishments to identify and understand needs of SEND students on transition. 4. To represent the SEND area’s views and interests. 5. To liaise with and coordinate work of outside agencies to ensure students are appropriately assessed and supported – e.g. Educational Psychologist, Social Services. 6. To promote the development of effective subject links with external agencies. 7. To liaise with Departmental Leaders and the Exams Officer about exam entries. |
| **Management of Resources:** | | 1. To manage the available resources (of space, staff, money and equipment) and keeping appropriate records. 2. To work with the Senior Leadership Team in order to ensure that the SEND area’s teaching commitments are effectively and efficiently timetabled and roomed. |
| **Student welfare:** | | 1. To monitor and support the overall progress, attendance and development of SEND students. 2. To contribute to the content and delivery of work related learning and PSHCE for SEND students according to school policies. |
| **School ethos:** | | 1. To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students follow this example 2. To support the school in meeting its legal requirement for a daily act of collective worship 3. Promote actively the school’s corporate policies. 4. To comply with the school’s Health and Safety Policy and undertake risk assessments as appropriate. |
| **Staffing:** | | 1. To work with the Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. 2. To continue own professional development as agreed with Senior Link. 3. To be responsible for the efficient and effective deployment of the Teaching Assistants, ensuring that student needs are met as identified in EHCPs. 4. To undertake Appraisal reviews and to act as reviewer for an identified group of staff. 5. To ensure appropriate cover for absence is in place to support SEND students 6. To participate in the interview process for TA posts when required and to ensure effective induction of new staff in line with school procedures. 7. To promote teamwork and to motivate staff to ensure effective working relations. 8. To support the school’s ITT/NQT programmes. 9. To be responsible for the day to day management of staff within the designated area and act as a positive role model. |
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| **Other Specific Duties**: | | |
| Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.  Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.  The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.  This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.  **As a member of the school’s Extended Leadership Team (ELT) the post holder can undertake any other reasonable tasks or duties assigned by the Headteacher. He/she also has all of the responsibilities of any teacher at Helsby High School and Sixth Form College.** | | |