

Job Description

Post: SENDCo and DDSL

Responsible to: Headteacher

Core Purpose

To manage the provision for pupils identified as having Special Educational Needs and Disability (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. To work alongside other leaders and the inclusion team to ensure effective provision for all pupils with additional needs, and to ensure that teaching and learning is of a high standard across the school. To also support safeguarding as a deputy designated safeguarding lead and engage in related activities.

Responsibilities

- Co-ordinate provision for pupils with SEND.
- To manage the implementation of an inclusive curriculum.
- To lead the provision for SEND across the school through overseeing and managing the day-to-day operation of the school's SEND policy.
- Line manage SEND support staff.
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely
- To develop curriculum resources to ensure that pupils identified as having SEND have the required levels of support.
- Ensure that pupils' needs are identified at an early stage, are being met and are monitored and reviewed.
- Work to develop and implement intervention groups and support.
- To monitor the progress of students with SEND.
- To ensure the provision of SEND supports pupils needs, including the allocation of support time and the writing of EHCP, personalised provision plans, high needs funding applications and provision mapping.
- Ensure EHCPs are devised and implemented according to need.
- Ensure that Health Care plans are in place for children with medical needs and are reviewed regularly, in line with the Medical Conditions Policy.
- Ensure that parents are full partners in the processes and support for pupils with SEN
- Be well-informed about SEND issues and matters at a local, county, national and international level
- To identify children who require High Needs Funding in order to make progress and to ensure funds are acquired for this purpose.
- To develop appropriate outcomes for children in receipt of High Needs funding and ensure appropriate resources are allocated.
- To evaluate the effectiveness of how High Needs Funding is being used to ensure accountability.

- Advise all staff on the graduated approach to providing support for pupils with SEND.
- Support, develop and challenge information and development necessary to sustain motivation and secure improvement in learning.
- To offer, advice and support teaching and support staff in providing a quality first teach approach.
- To liaise with members of SLT to develop, monitor and implement the schools behaviour policy
- Liaise with relevant outside agencies to ensure that individual pupil SEND are met effectively and that the requirements of EHCP's and high needs funding are met fully.
- Liaise with the designated teacher where a looked after pupil has SEND.
- To liaise with and inform parents/carers about the specifics of the SEND provision for their child.
- Carry out termly SEND support plan meetings and fully participate in Pupil Progress meetings.
- Ensuring that accurate and detailed records are kept of meetings and discussions with staff, pupils, parents and outside agencies.
- Ensure that staff are kept informed of pupil's SEND and advise on areas to develop and support.
- To be a key point of contact for parents of pupils with SEND, external agencies, including the local authority and its support services
- To co-ordinate and lead SEND meetings, communicate information to staff and co-ordinate resulting action.
- Ensure pupil transition to primary school or the next stage of education is smooth and planned.
- Work with the Headteacher and the Governors to ensure that the school meets its responsibilities under the Equality Act (2010) and the SEND code of practice (2014)
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure SEND needs are met appropriately through the deployment of the school's delegated budget and other resources to meet SEND pupils needs effectively.
- Take an active role in the leadership team taking part in meetings and other roles under the direction of the Senior Leadership Team.
- To maintain the SEND register.
- To act as consultant to the Headteacher, teaching staff and governors in matters to do with SEND.
- To support and lead on TA/LSA professional development
- To jointly monitor the effectiveness of TA/LSA provision in the school and report on impact to the SLT.
- To contribute to the School Development Plan on SEND.
- To take an active role in internal and external SENDCo meetings.
- To carry out a teaching commitment as and when required, including providing class cover where necessary.
- To fully support in the wider life of a school.
- To maintain own professional development on SEND and safeguarding.

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

FACTORS	ESSENTIAL/DESIRABLE	MEASURED BY
QUALIFICATIONS AND SKILLS 1. Qualified Teacher status 2. SENDCo experience and qualification 3. Graduate 4. Clear communication/questioning skills – precise approach to written communication 5. ICT competent – Able to use IWB 6. Able to inspire children’s interest in learning 7. Use of CPOMS or equivalent 8. DSL Training	1. Essential 2. Desirable 3. Essential 4. Essential 5. Essential 6. Essential 7. Desirable 8. Desirable	1. A 2. A/I 3. A/O/R/I 4. I A 5. A/O 6. O 7. A/I 8. A
SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE 1. Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress 2. Knowledge of how ICT can be used to support/enrich learning 3. Effective classroom management skills – able to provide an effective environment for learning 4. Clear understanding of the role of assessment in the development of learning 5. Successful record of teaching within primary	1. Essential 2. Essential 3. Essential 4. Essential 5. Essential	1. A/O/R/I 2. A/I 3. O/R 4. A/O/I 5. A/R/O
PERSONAL QUALITIES 1. Flexibility of approach 2. Well organised 3. Supportive and collaborative – able to work as part of a team 4. Able to respond to and seek advice	1. Essential 2. Essential 3. Essential 4. Essential	1. R/I 2. A/O/R 3. R 4. R
INTEREST AND MOTIVATION IN THE JOB 1. Enthusiasm for children’s learning	1. Essential	1. A/O/I/R
*Key: A=Application, R=Reference, O=Observation, I=Interview		