# Job Description: Special Educational Needs & Disabilities Coordinator (SENDCO)

### Job Title: SENDCO

### Scale: MPS/UPS + SEN allowance

### Job Purpose:

The SENDCO will:

* be an exemplary practitioner with a remit to ensure that children with SEND are taught effectively throughout the school
* ensure the school upholds its duties according to the Code of Practice and they will co-ordinate, monitor and develop provision for students with SEND according to national and local guidelines, the local SEND offer and school procedures.
* to complete the SEN information report and local offer
* be responsible for completing the SEND statement and presenting it to Governors
* to monitor and track the progress of Children with SEND and vulnerable pupils
* advise the SLT on SEND matters
* carry out the professional duties covered by the latest School Teachers’ Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers at the respective stage of their career;
* maintain the positive ethos and school values both inside and outside the classroom;
* be responsible for the safety and welfare of the pupils, during on-site and off-site activities.
* ensure that the current national conditions of employment for schoolteachers are met.
* In conjunction with SLT organise and deploy physical and human resourcing

### Duties:

The SENDCO will:

* create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children’s learning;
* advise the SLT on and implement school policies and guidelines;
* support initiatives decided by the Headteacher and SLT;
* interact on a professional level with all colleagues and establish and maintain good working relationships which promote excellent teaching and learning.
* manage all aspects of inclusion and intervention for students
* provide strategic leadership for the development and management of SEND and PPG
* be an excellent role model to pupils at all times
* identify areas for improvement linked to the school development plan and national and local initiatives
* ensure, through your own high expectations, pupils take a pride in their work, their appearance and their school;
* provide a caring, stimulating, enjoyable and friendly atmosphere in which pupils can feel free to develop their personalities, become self-confident and learn;
* keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning; contribute to the schools provision mapping;
* to meet with parents and appropriate agencies, to communicate positively to the education of the children concerned;
* maintain good order and discipline among pupils, safeguarding their health and safety;
* participate in staff-meetings and Inset, leading as necessary;
* organise, direct and support staff effectively;
* participate in the performance management system for the appraisal of their own performance
* Participate in the appraisal programme for support staff
* recognise health and safety is a responsibility of every employee, to take reasonable care of self and others to comply with the School’s Health and Safety policy
* promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures

Other responsibilities

* undertake duties of a similar nature as may be reasonably directed by the Headteacher.

To whom responsible:

Headteacher and SLT

# Person specification

SENCO

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| criteria | qualities |
| **Qualifications  and training** | * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Degree |
| **Experience** | * Teaching experience * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET |
| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies * Ability to plan and evaluate interventions * Data analysis skills, and the ability to use data to inform provision planning * Effective communication and interpersonal skills * Ability to build effective working relationships * Ability to influence and negotiate * Good record-keeping skills * Work to tight deadlines |
| **Personal qualities** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Commitment to continued professional learning – research focused practitioner |