



Job description: Special Educational Needs and Disabilities Co-ordinator (SENDCo)

Ley Top Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: Main or Upper Pay Scale plus TLR (dependent on experience)

Hours: Full Time

Location: Bradford, West Yorkshire

Contract type: Full time, permanent

Reporting to: Headteacher

Responsible for: Special Educational Needs and Disabilities

Main purpose

The SENDCo, under the direction of the Headteacher, will:

- The SENDCo will be expected to fulfil the responsibilities of a teacher as set out in the STPCD
- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual children
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaise with the parents of children with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure children and their parents are informed about their options, and that a smooth transition is planned.
- Work with the teachers, the Headteacher and the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps an accurate record of all children with SEND and that this remains up-to-date.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of children with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of children with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of children with SEND, monitoring their impact and making any necessary adjustments to ensure children make progress.

While the SENDCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Qualities

The SENDCo will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's children
- Model positive attitudes towards learning and relationships
- Be ambitious for every member of the school community
- Support and celebrate the rich diversity of our school community

Duties and responsibilities

Leadership and management

Under the direction of the Headteacher, the SENDCo will:

- Coordinate and support the full SEND team.
- Support staff members to understand the needs of children with SEND.
- Promote a safe and secure learning environment for children with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for children with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support children with SEND.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of children with SEND.
- Help to cater for the needs of children with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective school improvement plan (SIP) which appropriately considers the needs of children with SEND.
- Ensure that learning support staff are supervised effectively.

Teaching, curriculum and assessment

Under the direction of the Headteacher, the SENDCo will:

- Establish and sustain high-quality learning and teaching across all subjects and phases, based on evidence informed practice for children with SEND
- Ensure teaching is underpinned by subject expertise and support colleagues to develop this with the needs of children with SEND as a priority
- Effectively use formative assessment to inform strategy and decisions
- Ensure the planning and delivery of an adaptive, structured, progressive and coherent curriculum
- Support the development of our 'irresistible experiences' to enrich the curriculum to meet the needs and passions of children with SEND
- Establish and develop curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing children's knowledge and understanding of the curriculum

- Ensure the use of evidence-informed approaches to reading so that all children develop effective reading skills and a love of reading for life
- Add any other duties relevant to your school

Organisational management and school improvement

Under the direction of the Headteacher, the SENDCo will:

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to children with SEND and listen to their feedback, with a view to developing a more effective support system.
Develop and maintain effective relationships with parents, colleagues, the governing body and the local community.
- Develop and maintain links with education and health professionals, the LA advisory and support services.

Professional development

Under the direction of the Headteacher, the SENDCo will:

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education considering current priorities and evidence informed approaches
- Seek training and continuing professional development to meet needs

Governance, accountability and working in partnership

Under the direction of the Headteacher, the SENDCo will:

- Understand and welcome the role of effective governance in SEND, including accepting responsibility
- Ensure that staff understand their professional responsibilities are supported and held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties including the SEND Code of Practice
- Work successfully with other schools and organisations including the Local Authority
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

criteria	qualities	Essential/ Desirable
Qualifications and training	• Have a degree in a relevant subject. • Have QTS. • Have taught at KS1 or KS2 for at least two years. • Relevant safeguarding and child protection training undertaken and a willingness to update training regularly. • Be a trained first aider. • Have achieved the National Award in Special Educational Needs Coordination and at least 12 months experience working as a school SENDCO or a to have begun the NPQ Send course and are currently employed as your school's SENDCO	E E E D D E
Experience	Experience of working with children with SEND, and children with emotional and behavioural difficulties. • Experience working alongside an SLT to develop the quality of the curriculum and learning activities. • Experience co-ordinating provision for children with SEND. • Experience of behaviour management techniques for groups and individuals with SEND. • Experience working effectively with colleagues to improve classroom practice. • Experience utilising and analysing effective assessment systems and recording and maintaining children's records. • Experience liaising with a range of people, agencies, and professionals including, the parents of children, the LA and other providers. • Experience in making reasonable adjustments and access arrangements for pupils with SEND.	E D E E E D D E
Skills and knowledge	• Deep understanding of the primary curriculum and assessment and how to adapt it to be specific to the context of the community • Sound knowledge of the SEND Code of Practice and its application. • Sound knowledge of the graduated approach to providing SEND support. • Demonstrate a deep and current understanding of how children with SEND develop. • Demonstrate a sound understanding of SEND funding on offer. • A good understanding of the principles of school improvement.	E E E E D D

Personal qualities	• A desire to be a transformational SENDCo for the children of ley Top Primary School - fresh ideas for lasting impact • A commitment to securing the best outcomes for all children, families and colleagues and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Problem-solving abilities • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position • Resilience, flexibility, and a positive attitude • A reflective practitioner committed to continuous improvement • Strong sense of integrity and professionalism	E E E E E E E E
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Notes: This job description may be amended at any time in consultation with the postholder.