

Role Profile: Special Educational Needs and Disability Coordinator (SENDCo)

Purpose

Key Purpose of the Job

The SEN Teacher has an important role to play with the Head in determining the strategic development of SEN policy and provision in the school. The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support and to include individual pupils with SEN or Disability, including those on whom the LA maintains Statements of SEN/EHC plans including Annual Reviews.

The SEN Teacher provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the local offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. The SENCO is required to follow the most recent government Code of Practice for SEN or Disability.

Key Accountabilities (6-8 max)

Teaching and Learning

Planning, preparing and delivering high quality education through courses and lessons; setting and marking work (including examinations) outside of class teaching time; Assessing, recording, tracking, reviewing and reporting on the development, progress and attainment of pupils whilst ensuring that future lesson plans take into account and reflect constant review of each pupil's progress. Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments. Accompanying pupils on trips away from the School. Maintaining and monitoring display work in appropriate areas of the School

Maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children, so they learn, participate and achieve the best possible outcomes. Oversee the day-to-day operation of the school's SENDCo policy. Co-ordinate provision for children with SEND and keeping it under regular review. Advise on the graduated approach to providing SENDCo support. Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively, including any LA top up/high needs funding. Liaise with and advising fellow teachers, including coordinating the provision of support from any Learning Support Assistants and contributing to the provision of high quality differentiated and personalised teaching through in-service training for staff.

Compliance

Work with the Head of School and Executive Head to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Operate at all times within the terms of the school's admissions policy for SEN or Disability, including the publication, review and implementation of the school's Accessibility Plan.

Reporting, Record Keeping & Assessment

Maintain effective record-keeping systems accordingly and overseeing all the records of children with SEN or Disability. Ensure that the school keeps the records of all pupils with SEN up to date and transfers SEN or Disability records to next schools/institutions accordingly. Ensure any EYFS practitioners review children's progress and share a summary with parents

Liaison

Liaising with parents/carer(s) of pupils with SEN. Liaise closely with the Designated Safeguarding Lead with regard to any early help required for individual children, and to ensure their welfare, health and safety are promoted. Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned. Be a key point of contact with external agencies, especially the local authority and its support services. Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies. Liaising with the relevant Designated Teacher where a looked after pupil has SEN, including contributing to the Personal Education Plan.

Other duties

Professional development and training

Attend training courses and undergo training as necessary to maintain compliance and in line with responsibilities and to train any relevant personnel as required.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

	Essential	Desirable
Qualifications	Has achieved a sound academic standard i.e. 2:1 Degree National Award SENCo (NASENCO)	Has achieved a sound academic standard i.e. 2:1 Degree in education or teaching with NQT or equivalent
Skills	Has excellent communication skills Has effective organisational and planning skills Is a confident and competent user of ICT Displays a good understanding of a range of behaviour management strategies Is willing to work within the organisational procedures and processes and to meet the required standards for the role	Is resilient and demonstrates ability to work well under pressure Is flexible and adaptable; willing to follow direction and instruction in relation to the school's needs Ability to teach up to KS3 and ISEB curriculum
Experience	Has proven ability as an excellent classroom teacher . Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people & Code of Practice for SEN or Disability. Has proven experience working with parents and colleagues in a positive and constructive manner Understands of the principles of Assessment for Learning and has a commitment to effective assessment and use of assessment data to identify next steps.	Has a clear philosophy of primary education which puts the child at the centre of the process and recognises the necessity for stimulation, enjoyment and high standards
Other	Willingness to full participate fully in the extra-curricular life of our schools Is committed to meeting the needs of children, whatever their background or ability Displays warmth, care and sensitivity when dealing with pupils	A clear passion and commitment to teaching excellence Is committed to continual personal and professional development. Is reflective and learns from past experiences

Key Stakeholders:

Internal – Head, SLT, HOD, Colleagues

External – Pupils, Parents

Signed: Name (print):

Date: