



Job Description

Special Education Needs and Disabilities Co-ordinator (SENDCo)

This post is directly responsible to the Deputy Headteacher

This post directly leads the work of Teachers and Teaching Assistants

The post holder is non class-based

This post forms part of the school's newly assembled Inclusion Team

KEY PRIORITIES

- To act as a role model for the school values and lead within the values of ethical leadership
- To work with the Headteacher to lead the school to excellent achievement for all pupils
- To be a model practitioner of excellent class teaching
- To lead teachers promoting excellent learning and teaching for all pupils, and specifically pupils with SEND
- To ensure progress for pupils with SEND is high
- Determine the strategic development of special educational needs policy and provision in the school
- Be responsible for day-to-day operation of the SEND Policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- To ensure safeguarding of all members of our school
- To lead the performance management of teaching assistants
- To promote equal opportunities in all aspects of the school work

MAIN RESPONSIBILITIES

STRATEGIC DEVELOPMENT OF SEND PROVISION AT BROOKLANDS PRIMARY SCHOOL

- Work with the Headteacher, Deputy Headteacher, staff and governing body to set the strategic direction of learning within the school
- Have a strategic overview of provision for pupils with SEND across the school, evaluating the quality of provision
- Ensure the SEND Policy is implemented effectively and aims are reflected in the School Development Plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives (local offer) that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

LEADING AND EVALUATING SEND PROVISION

- Promote an ethos and culture that promotes good outcomes for pupils with SEND
- Demonstrate and articulate high expectations and set stretching targets for children with SEND (in line with the school's performance management policy)
- Lead performance management for relevant staff
- Maintain an accurate SEND register and provision map for both SEND and SEMH with clear tiers of support
- To deliver or facilitate through others high quality CPD that supports the development of teachers and teaching assistants' inclusive practice, including graduated approach and modelled sessions
- Ensure pupil profiles and other relevant paperwork is kept up-to-date, is shared with teachers/parents and that actions are implemented

- Review the effectiveness of CPD, provision maps and pupil profiles through evaluations (learning walks, book looks, data analysis, talking with pupils/staff/parents), feeding back to staff as appropriate
- Analyse the progress data for pupils with SEND as part of pupil progress meetings, offering guidance for teachers for strategies within and beyond the classroom linked to the provision map
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work with a range of professionals including early years providers, other schools, educational psychologists, health and social care, the local authority and other external agencies
- Maintain and build on current referral process (Cause for Concern) and further relevant referrals to help identify a pupil's SEND, co-ordinating subsequent provision and services
- Review the education, health and care plan (EHCP) with parents and the pupil
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Act as the designated teacher for looked-after children (CLA)

DEVELOPING SELF AND WORKING WITH OTHERS

- Sustain a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Develop individuals and the allocated year group team
- Regularly review own practice, set personal targets and take responsibility for own professional development and performance
- Accept support and guidance from others, including the SLT, governors, the LA and the wider professional community
- Manage own workload and that of others to allow an appropriate work/life blend

MANAGING THE ORGANISATION

- Ensure the day-to-day running of SEND provision including timetabling (interventions, visits of professionals, meetings and 1:1 staffing), communication and resourcing
- Ensure that classrooms promote inclusive practice and that resources are readily available to support learning
- Attend monthly Inclusion Team meetings, reviewing SEND and SEMH causes for concern, and allocating the appropriate support (within available resources)
- Attend fortnightly MLT meetings, contributing to and making both strategic and operational decisions linked to the effective running of the school
- Provide written or verbal reports/information as appropriate to the Headteacher, Governing Body, Trafford SEN, e.g. Leadership Reports, Annual Reviews, etc.
- Work with the Headteacher and Deputy Headteacher to annually review the SEND Policy

SECURING ACCOUNTABILITY

- With the Headteacher, be accountable for ensuring that the children with SEND enjoy and benefit from a high quality education

STRENGTHENING COMMUNITY

- Recognise and account for the richness and diversity of the school's communities
- Lead school strategy to build effective relationships with parents, carers and the community to enhance the education and personal development of the children
- Support the school's work to make strong links with parents and carers, community figures, businesses and other organisations

OTHER DUTIES

- Follow the School's Safeguarding policies
- Follow the School's Equal Opportunities policies
- Maintain confidentiality, and observe data protection and associated guidelines

The SENDCo will be required to undertake any such reasonable duties as the Headteacher may require. The SENDCo will carry out their professional duties in accordance with, and subject to, the National Conditions of Employment for Teachers and Education and Employment legislation.