

**Job Title:** SENDCO

**Salary:** TLR1b

**School:** Sir John Lawes School

### **Aim and main purpose of the job**

To lead and manage the provision of all students with additional educational needs; and fulfil the role of Special Educational Needs Coordinator to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.

Responsible for: Leading the work of the Learning Support Team

### Teaching and Managing Pupil Learning

The SENDCO will:

- identify, and co-ordinate SEN intervention programmes across the whole academy
- support the Senior Leadership Team in managing the implementation of an inclusive curriculum
- provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different students to ensure the effective development of a students' literacy, numeracy and emotional wellbeing
- monitor teaching and learning activities to meet the needs of pupils with SEN
- identify and teach study skills that will develop pupils' ability to work independently
- liaise with other schools/college providers to ensure continuity of support and learning for Yr6 and post-16 transitions.
- disseminate good practice in SEN across the school.

### Assessment and Self-Evaluation

The SENDCO will:

- support the monitoring of the effectiveness of provision, targets and levels of all students with additional educational needs
- support the Senior Leadership Team in the devising, implementation and updating of SEND policies which reflect the school's commitment to high achievement, and effective teaching and learning
- prepare SEN reports for publication on the school website and update annually

- use data effectively to identify students who are seriously underachieving and, where necessary, create and implement effective plans of action to support those students
- oversee and manage exam access arrangements in line with latest Joint Council for Qualifications guidance
- set up systems for identifying, assessing and reviewing SEN Baseline literacy testing and follow up assessment
- update the headteacher and governing body on the effectiveness of provision for pupils with SEN
- develop understanding of learning needs and the importance of raising achievement among pupils
- maintain an up-to-date SEN register.

### Relationship with Parents and the Wider Community

The SENDCO will:

- keep up-to-date with national and local policies related to SEN and cascade information to colleagues
- ensure that SEN funding is applied for and managed in line with current guidance from Hertfordshire. This will include using any funding tools and processes for students with and without EHCPs
- provide regular updates on pupil progress through written reports and meetings with parents. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about the curriculum, targets and attainment
- make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- lead meetings with parents/carers
- fulfil statutory duties for the role of SENDCO as set out in most recent DfE guidance and in line with Hertfordshire County Council's SEN processes eg oversee the management of provision for students with EHCPs, coordinate annual review meetings and recommended arrangements are submitted within required deadlines
- communicate effectively, both orally and in writing, with Governors.

### Managing Staff and Own Performance

The SENDCO will:

- lead and coordinate meetings of Learning Support staff, communicate information to staff and co-ordinate resulting action
- monitor the day-to-day management of the Learning Support work areas, creating a safe, effective and stimulating environment for the teaching and learning of Learning Support
- establish clear expectations and constructive relationships among staff including team working and mutual support: devolving responsibilities, delegating tasks and developing accountability,
- contribute regularly to the professional development of colleagues.

## Managing Resources

The SENDCO will:

- manage appropriate SEN resources and ensure that they are used efficiently, effectively and safely
- oversee and evaluate the faculty budget allocation to ensure the budget is spent in line with subject learning priorities and best value principles
- manage the Learning Support Team capitation budget and resources, establishing staff and resource needs
- encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
- co-ordinate and lead work of TAs
- provide training opportunities for TAs and other teachers to learn about SEN.

## Strategic Leadership

The SENDCO will:

- within the context of the school's aims and policies, work with the Senior Leadership Team to develop and implement plans, targets and practices.
- Create a Faculty Development Plan which contributes positively to the achievements of the School Development Plan and which actively involves all subject teachers in its design and execution
- contribute to the development of whole school strategic planning and policies through membership of the School Improvement Groups and Heads of Faculty meetings
- produce a Learning Support Improvement Plan as part of the School Improvement Plan, to include staff development and training implications.

Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and job title.