

# South Petherton C of E Infant and South Petherton Junior School

## Agreed Job description for SENDCO: Special Educational Needs and Disability Co-Ordinator (SENDCO)

South Petherton C of E Infants and South Petherton Junior School is committed to creating a diverse workforce. We'll 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

**Job title:** Special educational needs and disabilities co-ordinator (SENDCO)

**Salary:** M1-M6/UPS1 Depending upon experience and qualifications

**Contract type:** fixed-term pending review

**Reporting to:** The Headteacher of the Infant and Junior School

**Responsible for:** Line Management of ELSA at the Infant School

### Main purpose

The SENDCO, under the direction of the headteacher, will:

- › Determine the strategic development of special educational needs and disabilities (SEND) 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

### Duties and responsibilities

#### Strategic development of SEND policy and provision

- › Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- › Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- › Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- › Maintain up-to-date knowledge of national and local initiatives 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
- › Provide strategic support for the Early Years SENDCo at the Pre-School

#### Operation of the SEND policy and co-ordination of provision

- › Maintain an accurate SEND register and provision map
- › Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- › Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- › Be aware of the provision in the local offer
- › Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- › Be a key point of contact for external agencies, especially the local authority (LA)

- › Analyse assessment data for pupils with SEN or a disability
- › Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- › Plan and implement a seamless transition between settings

### **Support for pupils with SEN or a disability**

- › Identify a pupil's SEND
- › Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- › Secure relevant services for the pupil
- › Ensure records are maintained and kept up to date
- › Review the education, health and care plan (EHCP) with parents or carers and the pupil
- › Communicate regularly with parents or carers
- › 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
- › Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

### **Leadership and management**

- › Work with the headteachers and governors of both the Infant and Junior School to ensure the schools meet their responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- › Prepare and review information the governing board is required to publish e.g. Information Report/SEND Policy
- › Contribute to the school improvement plan and whole-school policy
- › Identify training needs for staff and how to meet these needs
- › Lead INSET for staff
- › Share procedural information, such as the school's SEN policy
- › Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- › Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- › Lead staff appraisals and produce appraisal reports for the ELSA at the Infant School
- › Review staff performance on an ongoing basis
- › Conduct Termly Learning Walks with the SEND Governor
- › Produce Termly SEND reports for the FGB

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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, as directed by the headteacher.

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_