



## **St Augustine's Secondary School – Scarborough**

### **Job Description (date prepared 08.09.22)**

**Job title: Special Educational Needs and Disabilities Co-Ordinator (SENDCo)**

**Salary:** Leadership – L1 £42195- L5 £46566

**Hours:** Full time

**Contract type:** Permanent

**Reporting to:** Headteacher

**Responsible for:** Teaching Assistants and SEND team

### **Main purpose**

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

- Determine the strategic development of special educational needs (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

### **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

### 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 SEND, and evaluate their effectiveness

### 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 Headteacher and governors/directors to ensure the school meets its 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
- 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 SEND policy

- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage a team of teaching assistants (TAs) and members of the SEND team
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### Person Specification

CRITERIA	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	HOW IDENTIFIED Application Form(AF) and Qualifications (CQ) Interview (I) References (R)
<b>Qualifications and Training</b>	Qualified teacher status		AF/CQ
		National Award for SEND Coordination, or a willingness to complete it within 3 years of appointment	AF/CQ
	Safeguarding Level 1		AF/CQ
<b>Experience</b>	Experience of working at a whole-school level		AF/I/R
		Involvement in self-evaluation and development planning	AF/I/R
		Experience of conducting training/leading INSET	AF/I/R
<b>Skills and Knowledge</b>	Understanding of what makes 'quality first' teaching, and of effective intervention strategies		AF/I/R
	Sound knowledge of the SEND Code of Practice		AF/I/R/CQ
	Data analysis skills and the ability to use data to inform provision planning		AF/I/R

	Ability to plan and evaluate interventions		AF/I/R
	Ability to influence and negotiate		AF/I/R
	Effective communication and interpersonal skills		AF/I/R
	Ability to build effective working relationships		AF/I/R
	Good record-keeping skills		AF/I/R
<b>Personal Qualities</b>	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school		AF/I/R
	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability		AF/I/R
	Ability to work under pressure and prioritise effectively		AF/I/R
	Commitment to maintaining confidentiality at all times		AF/I/R
	Commitment to safeguarding and promoting the welfare of children and young people		AF/I/R
	Commitment to supporting and advocating for the equal rights and treatment of children and young people		AF/I/R

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 Deputy Headteacher/ Headteacher.

The Trust 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.