



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) |
|------------------------------------|--|---|--|
| Qualifications and Training | 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 |
| Experience | 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 |
| Skills and Knowledge | 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 |

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|---------------------------|---|--|--------|
| | 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 |
| Personal Qualities | 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.