



## **Job Description and Person Specification**

### **Special Educational Needs Co-ordinator (SENDCo)**

**LUTTERWORTH HIGH SCHOOL ACADEMY TRUST****JOB DESCRIPTION****SENDCo (TMS)**

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Reporting to:</b>     | Member of SLT with responsibility for SEND.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Responsible for:</b>  | Deputy SENDCo, Learning Support Assistants.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Liaising with:</b>    | Headteacher, Leadership Team, teachers and support staff, LEA representatives, external agencies and parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Working Time:</b>     | Full Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Salary/Grade:</b>     | Main Pay Scale / Upper Main Scale with additional TLR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Disclosure level:</b> | Enhanced.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Post Purpose:</b>     | <p>The SENDCo, under the strategic direction of the Headteacher, will:</p> <ul style="list-style-type: none"><li>• Determine the strategic development of special educational needs (SEND) policy and provision in the school.</li><li>• Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a disability</li><li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li><li>• Safeguard and promote the welfare of children and young people</li><li>• Act as designated teacher for looked after children (LAC) and previously LAC</li></ul> <p>The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).</p> |

**Duties and Responsibilities****Strategic development of SEND policy and provision**

- Have a strategic overview of provision for students with SEND and LAC across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively and, where necessary, propose 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 students with SEND or LAC, and advise on the graduated approach to SEND support



- Advise on the use of the school's budget and other resources to meet students' 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
- Analyse assessment data for students with SEND and LAC
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness

#### **Support for students with SEN a disability or LAC**

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

#### **Leadership and Management**

- Work with the headteacher and governors 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
- Develop an understanding of SEND across curriculum teams and individuals with the view of enhancing performance in this area.
- Develop coaching and mentoring systems to ensure the support and development of all staff working within the SEND area.
- Plan, delegate and evaluate work carried out by team(s) and individuals, and ensure a consistent approach regarding SEND across the school.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND or who are LAC
- Lead and manage teaching assistants working with students with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

#### **Strategic Planning**

- Develop, implement, monitor and maintain SEND policies and practices which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies.
- Establish short, medium and long term plans for the development and resourcing of the SEND function.

- Monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning.
- Manage the professional development of staff within the SEND area and evaluate the impact on teaching and learning.
- Coach all members of staff across the school to recognise and fulfil their statutory responsibilities to students with SEND.
- Disseminate good practice relating to SEND through INSET, coaching and mentoring mechanisms.

#### **Curriculum Provision – Teaching and Learning**

- Provide guidance on a choice of appropriate teaching and learning methods and coaching relating to the delivery of these methods.
- Develop and implement systems for recording individual students progress, and collect and interpret specialist assessment data.
- Evaluate the quality of teaching and standards of achievement /attainment for students with SEND and set targets for quality controlled improvement.

#### **Quality Assurance**

- To ensure the effective operation of quality control systems.
- To lead the process of the setting of targets within the department and to work towards their achievement.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To implement school quality procedures and to ensure adherence to those within the department.

#### **Communications & Liaison**

- To ensure that all members of the department are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents/carers of students
- To liaise with partner schools and external bodies as appropriate.
- To represent the department's views and interests.
- To contribute to the planning and delivery of school liaison activities.

#### **Management of Resources**

- Identify resources needed to meet the needs of students with SEND / LAC and advise the Headteacher / Governing Body of priorities for expenditure.
- Monitor and control the use of these resources.

#### **Pastoral System**

- To monitor and support the overall progress and development of students within the department.
- To ensure that the schools Behaviour policy is implemented in the department so that effective learning can take place.
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.



### School ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To undertake any other reasonable task, at the discretion of the Headteacher.
- To work within the framework of national legislation. In addition, the post is subject to compliance with:
  - School policies and guidelines on the curriculum and school organisation
  - County policies
  - SEND Code of Practice
  - Common core of skills and knowledge for the children's workforce

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### SIGNATURES:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed: \_\_\_\_\_  
(Teacher)

Signed: \_\_\_\_\_  
(Headteacher)

Dated: \_\_\_\_\_  
(Teacher)

Dated: \_\_\_\_\_  
(Headteacher)

*Lutterworth High School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of appointment will be conditional upon an enhanced CRB disclosure, satisfactory references and medical clearance.*

### Person Specification - SENDCo

#### Education

| Essential                                                                                                 | Desirable                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Relevant degree.</li> </ul> | <ul style="list-style-type: none"> <li>• Post graduate qualification.</li> <li>• Evidence of further and wider professional development.</li> <li>• Evidence of continuing development of subject expertise.</li> <li>• National Award for SEN Co-ordination, or NPQSEN.</li> <li>• Willingness to undertake NPQSEN in first year.</li> </ul> |

#### Experience

| Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• PGCE/previous teaching practice experience at KS3 and KS4</li> <li>• High levels of subject expertise and enthusiasm.</li> <li>• Excellent understanding of both subject and general pedagogy.</li> <li>• Effective and systematic behaviour management routines and approaches.</li> <li>• High level of performance with personal teaching groups.</li> <li>• Evidence of commitment to extend learning for students beyond the classroom.</li> <li>• Active involvement in the promotion of equal opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of continued engagement with thinking and research in education.</li> <li>• Experience of teaching at KS5.</li> <li>• Experience of conducting training/leading INSET.</li> <li>• Experience of line managing staff.</li> <li>• Experience of working with students who are LAC or SEND.</li> <li>• Experience of leadership of SEND provision.</li> </ul> |

#### Knowledge and skills

| Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Desirable                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Grounding in teaching and learning strategies and the role of assessment.</li> <li>• Excellent interpersonal and teamwork skills.</li> <li>• Excellent communication – sensitive and effective.</li> <li>• Excellent planning and organisational skills.</li> <li>• An ability to establish good working relationships with a wide range of people including students, parents, Governors and colleagues.</li> <li>• Understanding of what makes 'quality first' teaching and of effective interventions strategies.</li> <li>• Data analysis skills and the ability to use data to inform provision planning.</li> <li>• Ability to plan and evaluate interventions.</li> <li>• Up to date knowledge of relevant safeguarding practices and commitment to the protection and safeguarding of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of differentiated / personalised approaches to teaching.</li> <li>• ICT skills to enhance teaching and learning in your subject area.</li> <li>• Knowledge and understanding of current educational issues and relevant research.</li> <li>• Sound knowledge of the SEND Code of Practice and its practical application.</li> </ul> |

#### Personal Qualities

| Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Desirable                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• Genuine passion for education and belief in the potential of every student.</li> <li>• Reflective and proactive in seeking feedback to improve.</li> <li>• Commitment to sustaining and raising achievement, attainment and aspirations of all students.</li> <li>• Collaborative, professional style of working. Ability to work under pressure and prioritise effectively.</li> <li>• Deep commitment to getting the best outcomes for students and promoting the ethos and values of the school.</li> <li>• Commitment to equal opportunities and securing good outcomes for students with SEN or a disability.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise the importance of teaching for the individual.</li> <li>• Potential and capacity to grow professionally and aspire further to take more responsibility and leadership opportunities.</li> </ul> |

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