

# Job Description



<b>Job Title</b>	<b>SENDCo</b>	<b>Reporting to</b>	<b>Head Teacher / Senior Leadership Team</b>
<b>Liaising With (internal)</b>	All staff, pupils and Governors.	<b>Liaising With (external)</b>	Visitors (including parents), outside agencies, other schools
<b>Supervising</b>	N/A	<b>Contract</b>	MPS/UPS Dependent on Experience
<b>Core Purposes</b>	<p><b>Under the overall direction of the Senior Leadership Team you will;</b></p> <ul style="list-style-type: none"> <li>Carry out duties as detailed in the current; School Teachers' Pay and Conditions Document, Education Act, the required standards for Qualified Teacher Status, other current educational legislation and all of Northgate Primary School's aims and policies including the School Development Plan and Self-Evaluation Framework.</li> </ul>		
<b>Key Areas of Responsibility</b>	<p><b>Core Purpose</b></p> <ul style="list-style-type: none"> <li>Determine the strategic development of special educational needs and disabilities (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 pupils with SEND or a disability.</li> <li>Provide professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.</li> <li>Carry out the duties as detailed in the SEND Code of Practice and meet the requirements of special educational needs children. The SENDCO will be predominantly non-class based but will be expected to support targeted groups of children when required.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Identify and adopt the most effective teaching approaches for SEND pupils.</li> <li>Monitor teaching and learning activities to meet the needs of SEND pupils.</li> <li>Liaise with other schools to ensure continuity of support and learning when transferring SEND pupils.</li> <li>Promote Inclusion best practice and contribute to the aims and ethos of the school.</li> </ul> <p><b>Recording and Assessment</b></p> <ul style="list-style-type: none"> <li>Set targets for raising achievement among SEND pupils and other groups as appropriate.</li> <li>Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.</li> <li>Set up systems for identifying SEND, and assessing and reviewing SEND provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.</li> <li>Update the Headteacher and Governing Body on the effectiveness of provision for SEND children.</li> <li>Keep parents informed about their child's progress through individual meetings and at parents' evenings.</li> <li>As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews.</li> <li>Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.</li> <li>Maintain SEND register.</li> <li>Evaluate the effectiveness of provision.</li> </ul>		



<p><b>Middle Leadership Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND pupils.</li> <li>• Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.</li> <li>• Disseminate good practice in Inclusion across the school.</li> <li>• Identify resources needed to meet the needs of SEND pupils and manage the SEND budget.</li> <li>• Work with the Headteacher and Governors on the strategic development of SEND and Inclusion, including reviewing and formulating appropriate policies.</li> <li>• To be responsible for the supervision and organisation of learning support assistants, including their performance management.</li> <li>• Support pupil progress meetings, recording agreed provision within provision maps.</li> <li>• To be involved in the appointment of Teaching Assistants.</li> <li>• To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the schools.</li> <li>• Liaise with the Educational Psychology service and other specialist and support agencies.</li> <li>• To keep abreast of developments in SEND (e.g. research, changes to the law) and inform staff and Governors as necessary.</li> <li>• To attend appropriate training, CPD and conferences and provide feedback to colleagues.</li> <li>• Lead CPD on inclusion matters as needed across the school.</li> <li>• Work with the SLT to plan the overall deployment of teaching assistants throughout the school.</li> <li>• Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.</li> <li>• Undertake SEND self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice</li> <li>• Model good practice in teaching pupils with SEND including those with severe complex needs.</li> <li>• Develop links with governors, the LA, external agencies and neighbouring schools.</li> </ul> <p>• To willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children.</p>
<p><b>Other Responsibilities</b></p>	
<p><b>Confidentiality</b></p>	<ul style="list-style-type: none"> <li>• Teachers must adhere to the school policy for the confidentiality of information at all times. This requirement covers information about pupils and colleagues and extends to communications with others in social as well as work-related situations.</li> </ul>
	<p><b><i>Note: the specific duties attached to any individual teacher are subject to annual review and may, after discussion with the teacher, be changed. The Headteacher may vary duties from time to time without changing their general character or the level of responsibility entailed. The job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the individual concerned.</i></b></p>