

Job details

Job title: Special educational needs disability co-ordinator (SENDCo)

Salary: Dependent on level of experience

Hours: 0.5

Contract type: part-time, fixed-term/permanent

Reporting to: Head of School

Acton CE Primary Academy and Calveley Primary Academy, both part of the Real Life Learning Academy Trust, require an experienced part time SENDCo to join our teams. The role is split across both school sites and will entail managing the SEND provision from Reception to Year 6. We are looking for an individual who is passionate about identifying and breaking down children's barriers to learning.

The post holder will be responsible for SEND throughout the schools, working in close collaboration with the individual Heads of School and the wider SLT teams. The successful candidate will demonstrate best practice to ensure children of all attainment levels reach their potential. We believe that the right support and interventions enable children to overcome their challenges and leave with positive outcomes, ready and prepared for their onward educational journey.

Main purpose

The SENDCo, under the direction of the individual Head of School 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 SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- 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.

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
- 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 propose changes to make use of funding more effective

Operation of the SEN 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
- 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 SEN or disability
- 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 careers and the pupil
- Communicate regularly with parents or careers
- Ensure that 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 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 Directors are 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 teaching assistants working with pupils with SEN or a disability

Other areas of responsibility

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 job description 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 Head of School.