



Edison Primary School JOB DESCRIPTION:

Special Educational Needs & Disabilities Coordinator (SENDco)

At Edison, we are 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.

Salary: Inner London M3 - M6/ UP1-3 + SEN allowance

Hours: Full Time

Reporting to: Headteacher

Responsible for: Teachers and Teaching Assistants

Main purpose

The SENDco will support the headteacher and deputy headteacher in:

- Communicating the school's vision and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives
- Being the named Special Educational Needs & Disabilities Coordinator for the trust (currently a Single Academy Trust)
- Leading on the provision for pupils with SEND

They may also be required to undertake any of the duties delegated by the headteacher, including a teaching commitment to be agreed, complying with the Teacher's Standards and modelling best practice for others.

The SENDco for the trust and 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 carers, and other agencies
- Lead and manage teaching assistants (TAs) working with pupils with SEND or a disability

The SENDco will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

While the SENDco will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.



Duties and responsibilities

Strategic development of 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 SEN 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 policy and co-ordination of provision

- Maintain an accurate SEND register, provision map and information report
- Provide guidance to colleagues on teaching pupils with SEN or a disability or pupils from different groups, and advise on the graduated approach to support including SEN 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 and pupils from different groups
- Implement and lead intervention groups for pupils with SEN and pupils from different groups, 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 and funding for pupils with SEND
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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 (LAC), where a looked-after pupil has SEN or a disability



School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the SENDco will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education and life
- Ensure an open and safe culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the SENDco will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the SENDco will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the SENDco will:

- Performance-manage teaching assistants and learning support assistants including carrying out appraisals and holding staff to account for their performance
- Manage staff well, with due attention to workload
- Ensure staff have access to appropriate, high-quality professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs



Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the SENDco will:

- Work with the Board of Trustees as appropriate
- Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools external agencies and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Leadership and management

- Work with the headteacher and Board of Trustees 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 Board of Trustees is required to publish
- Contribute to the School Development Plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET and provide coaching and mentoring for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and highly inclusive culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Support with the day to day running of the school including being visible and present during dismissal and drop off times as well as during lunchtime

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Be part of the trust's safeguarding team and be named as a Deputy Designated Safeguarding Lead



Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Professional development in preparation for a leadership role (National Professional Qualifications) • National Award for SEN Co-ordination, or in the second year of NPQSEN • Degree
Experience	<ul style="list-style-type: none"> • A minimum of 3 years teaching experience • Experience of working at a whole-school level • Experience of working with children with a range of SEN needs (for example: Speech and Language, • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Leadership and management experience in a school • Demonstrable experience of successful line management and staff development
Skills and knowledge	<ul style="list-style-type: none"> • Strong knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to model high quality first teaching for others and support others to improve • Ability to plan and evaluate initiatives and interventions • Data analysis skills and the ability to use data to inform provision planning • Ability to communicate a vision and inspire others • Effective verbal and written communication skills • Strong interpersonal skills and ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Understanding of school finances
Personal qualities	<ul style="list-style-type: none"> • Positive, proactive, highly effective decision maker and highly organised • Ability to problem solve and remain solution focused, keeping the children's best interest at centre of all decisions • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to always maintaining confidentiality • A commitment to upholding public trust in school leadership and maintaining high standards of ethics, behaviour and professional conduct • Ability to build positive and respectful relationships across the school community • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position