

POSITION:	SENDCo
REPORTS TO:	Federation Deputy Head for Inclusion and Federation Executive Headteacher
GRADE:	Main Scale + SEN1

KEY PURPOSE OF THE JOB

To carry out the professional duties of a Special Educational Needs Coordinator, as described in the current School Teachers' Pay and Conditions Document, including specific duties assigned to him/her by the Federation Deputy Head and/or Executive Head.

SPECIFIC RESPONSIBILITIES

1. Lead by example to maintain the positive ethos across the school, in which all staff have a strong commitment to the principle of inclusion and all children are able to access a broad, balanced and relevant curriculum.
2. Plan, coordinate, monitor and evaluate the quality of all SEND provision across the school and provide regular reports to the Federation Deputy Head for Inclusion, Federation Executive Head and Governors.
3. Provide leadership, including training, guidance, and support for staff at all levels in order to ensure that all children facing barriers to learning achieve their full potential.
4. To work with the current leadership team to support staff in order to improve the provision for children with SEND. This will involve:
 - Analysis of pupil progress data
 - Managing strategically planned intervention and support programmes
 - Evaluating the impact of interventions
 - Ensuring effective deployment of staff
 - Facilitating the sharing of outstanding practice
 - Ensuring consistency of work across the school and within school policies
5. To take a lead role in developing individual support programmes, including IEPs, IBPs, target setting and reviews
6. To maintain records for all children with SEND including provision maps, and to provide written reports for annual reviews and statutory assessment.
7. Lead in establishing effective integrated working involving the full range of external agencies to ensure high quality support for children and families and to ensure early intervention.
8. To contribute to developing provision for EAL pupils and Gifted and Talented pupils.
9. Undertake teaching responsibilities, as directed by the Federation Deputy Head and/or Executive Head.
10. Support pupils and parents or carers during pupils' transition between Key Stages, including secondary transfer.

OTHER DUTIES & RESPONSIBILITIES

To undertake other duties consistent with the scope of the post and within the competence of the post-holder as directed by the head teacher and deputy head teacher.

SPECIAL CONDITIONS

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

The Postholder may be required to work outside of normal school hours on occasion (e.g. to attend Finance Committee Meetings, Governing Body Meetings, etc), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Person Specification for SENDCo

QUALIFICATIONS

- Qualified Teacher Status
- National award for Special Educational Needs Coordination (or willingness to undertake this qualification)

EXPERIENCE

- Proven track record of successful SEND and Inclusion provision
- Significant and successful experience of working with children in a school or other setting, including working with individuals and groups to support learning and/or social and emotional development
- Experience of implementing learning support programmes and/or therapeutic programmes with individuals or groups of children
- Experience of working with colleagues to set short term goals for individual pupils and of supporting the pupils in achieving these
- Experience of working with professionals from a variety of outside agencies

KNOWLEDGE AND UNDERSTANDING

- An understanding of how children learn and of strategies to motivate children who are disaffected or who are experiencing barriers to learning
- Good knowledge of the roles of the various outside agencies available to provide support to the school
- Knowledge and understanding of safe guarding legislation and procedures
- An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all
- Good knowledge of the range and type of interventions available and how to apply these appropriately in the context of the school's resources and the individual child

SKILLS AND ABILITIES

- Ability to communicate the highest expectations to all, particularly pupils whose behaviour may be challenging and those at risk
- Ability to be tenacious, flexible and to try different approaches with children whose needs may be very different
- Ability to organise and lead other members of staff
- Ability to work well as a member of a team and to gain the confidence of teachers, parents and carers and other professionals
- Excellent communication skills, both oral and written, with the ability to adapt effectively for different audiences and different situations
- High level of emotional intelligence and very good interpersonal skills
- The ability to build very effective relationships with pupils, to motivate disaffected learners and to improve self-esteem
- Ability to work independently with minimum supervision and to manage own work and time effectively
- Ability to maintain confidentiality