



Job Description

General Information

Job Title: Primary SENDCo

JD Code: JDT27

Reports to: Principal

Line Management:

The post holder will be accountable to the Principal for all initiatives related to this post.

Job Purpose:

To determine the strategic development of special educational needs (SEND) policy and provision in the school. To be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND. To 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.

Job Accountabilities:

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school development plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Keep abreast of evidence-based research to enhance provision in school.
- Evaluate whether funding is being used effectively, and 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 pupils with SEND 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 key assessment data for pupils with SEND.
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness.

Support for pupils with SEND

- Identify a pupil's SEND.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure a graduated approach is in place.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- 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 SEND.

Safeguarding and promoting the welfare of the child:

- Be aware of and comply with policies and procedures relating to safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate people.

Leadership and management

- Work with the Principal 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 Local Governing Body 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 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 SEND.
- Lead and manage teaching assistants and other support staff working with pupils with SEND.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.
- Any other duty deemed by the Head of School/Principal to be appropriate to this post.



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This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.

PERSON SPECIFICATION – SENDCo

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment • Degree 	<ul style="list-style-type: none"> • National Award for SEND Co-ordination • Assess for Access Arrangements (Level 7)
B. Skills and abilities	<ul style="list-style-type: none"> • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills 	
C. Knowledge & Experience	<ul style="list-style-type: none"> • Experience of successful teaching in as evidenced by adding value to pupil achievements • Experience of working at a whole-school level • Sound knowledge of the SEND Code of Practice 	<ul style="list-style-type: none"> • Experience in self-evaluation and development planning • Experience of conducting training/leading INSET
D. Personal qualities	<ul style="list-style-type: none"> • 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 SEND • Ability to work under pressure and prioritise effectively 	
E. Approach to work	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • The willingness to take and implement advice • Show resilience and positivity 	



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Once in post, the Primary SENDCO will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;
- vocalise the school's vision and aspirations
- be flexible to adapt to change
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly.

The Wade Deacon Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.