



SENDCO & Inclusion Lead Job description

Salary: The salary is negotiable depending on experience

Hours: Full time

Contract type: Permanent

Main purpose

The SENDCO, under the direction of the Headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school;
- Be responsible for day-to-day operation of the SEN 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 other agencies.

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 SEN policy and provision

- Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
- Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs;
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;

- Support in setting targets for raising achievement among SEN/MA/PP etc children;
- 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;
- Evaluate and update the practice and impact report of the Pupil Premium Budget;
- Carry out national expectations for looked after pupils.

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 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, MA/PP or a disability;
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Provide guidance and assist teachers in identifying children with learning, behavioural, medical or emotional difficulties and children with English as an additional language or who are most able.
- 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 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.
- To create a provision map and a timetable for the delivery of the provision;

Class Teacher

- Implement agreed school policies and guidelines;
- Support initiatives decided by the Headteacher and other Senior Leaders;
- Participate in meetings including weekly staff, planning and progress meetings which relate to the school's management, curriculum, administration or organisation;
- Make a commitment to follow own professional development which will benefit the school;
- Communicate with parents and carers,
- Carry out time limited tasks as agreed in the annual Performance Management Cycle

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 governing board is required to publish;
- Contribute to the SIP 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 SEN policy;
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability;
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability;
- To create a provision map and a timetable for the delivery of the provision;

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;

The SENDCO will be required to safeguard and promote the welfare of children and young people and followschool policies and the staff code of conduct.

Please note that this 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 Headteacher.

Disadvantaged Pupils & Most Able Pupils

The Inclusion Coordinator will:

- Have a strategic overview of provision for disadvantaged pupils and MA pupils across the school, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for disadvantaged pupils and MA pupils;
- Ensure the Pupil Premium interventions are based on research and best practice and complete an annual impact report and action plan;
- Make sure the Inclusion 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.

Person Specification

Factor	Essential	Desirable
Skills, knowledge and aptitudes	<ul style="list-style-type: none"> • Thorough understanding of learning needs throughout primary age phase and can draw on knowledge of intervention, resources and training to support pupils who are not achieving their potential. • Knowledge of a range of strategies for dealing with, and managing pupils with social, emotional and mental health needs. • Knowledge of the National curriculum and SEND Code of practice. • Knowledge of the variety of SEND categories and the strategies to support them. • Ability to establish professional relationships, to lead and work as part of a team. • Ability to ensure learning is creative, focussed and stimulating. • Ability to set challenging targets and communicate these effectively to staff and children. • Ability to communicate effectively in a variety of situations and with a variety of outside agencies and parents. • Ability to keep up to date with current legislation and practice. • Ability to prioritise need and workload. • Ability to make decisions and put them into practice. • Commitment to getting the best outcomes for pupils and promoting the ethos and values of both schools • Commitment to equal opportunities and securing good outcomes for all pupils 	<ul style="list-style-type: none"> • In depth knowledge of variety of areas of SEND eg ASD dyslexia.
Qualifications and training.	<ul style="list-style-type: none"> • Qualified teaching status. • Degree • SENDCO qualification or willingness to undertake the qualification. 	
Experience	<ul style="list-style-type: none"> • Teaching experience for at least 3 years, including recent experience 	<ul style="list-style-type: none"> • Experience of working as a SENDCO

	<ul style="list-style-type: none"> of working within a primary school setting • Understanding of working at a whole-school level • Meeting the needs of SEND pupils. • Behaviour management 	<ul style="list-style-type: none"> • Experience of working with a range of SEND • Experience of working closely with parents and carers • Experience of teaching in a multicultural environment • Experience supporting pupils with English as an additional language
Disposition	<ul style="list-style-type: none"> • Working as • Flexible approach to work • Enthusiastic, positive and confident. • Caring supportive, nurturing but able to provide challenge when necessary. • Willingness to share expertise, skills and knowledge and the ability to encourage others to do the same. • Reflective of own performance. • Reliable, punctual, organised, visionary • Sense of humour • Liking of children and the desire to provide them with the very best education. • Patience and resilience 	

Allesley Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

All duties and responsibilities must be carried out with due regard to the Health and Safety policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data protection Act 1998)

Responsible to: Headteacher

Job Description: November 2024