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**Job Description – SEND Co-ordinator**

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| **Role** | **SEND Co-ordinator (SENDCO)** |
| **Job Purpose** | * To work closely with the Head, SLT and colleagues in the strategic development of the school’s Learning Support policy (SEND and EAL), taking account of the GDST’s central SEND policy and guidance. * To be responsible for the day to day operation of the school’s Learning Support (SEND and EAL) policy and coordination of educational support and special needs activity; the aim of which is to increase staff awareness of Learning Support (SEND and EAL) issues and to raise SEND and EAL pupil achievement. * Work closely with both the Pastoral and Academic Leadership teams and take an active interest in the wider aspects of Inclusion and Diversity within the school, helping remove barriers to learning where they exist and promoting a quality-first teaching approach to meeting pupil needs in the classroom |
| **Accountable to:** | Deputy Head Pastoral |
| **Accountabilities** | 1. **Policy/Strategic direction and development**    1. Exercise a key role in assisting the Head with the strategic development of SEND policy / provision.    2. Be responsible for ensuring changes in legislation and current research are reflected in the school’s SEND and EAL policies / provision, including the Access Arrangements Policy, Examinations Policy and arrangements for in-class support for those with EHCPs as necessary.    3. Provide regular information to the Head and SLT on the evaluation of the school’s SEND and EAL policies / provision and make recommendations for future developments. 2. **Teaching and learning**   Oversee screening and assessment procedures; collect and interpret specialist assessment data for SEND and EAL pupils to inform practice as required.   * 1. Work with the Head and staff to develop effective ways of bridging barriers to learning through:      + Assessment of needs      + Monitoring of teaching quality and pupil achievement, including co-curricular involvement      + Target setting e.g. IEPs or their equivalent      + Developing a recording system for progress      + Supporting staff to provide appropriate provision for pupils using a quality-first teaching approach.   2. Work with the Senior Leadership Team, Heads of Department, Pastoral Leadership Group and teachers to ensure all pupils’ learning is of equal importance and that there are realistic expectations of pupils.   3. Consider the range of teaching strategies / equipment that could be utilised for SEND and EAL pupils and ensure the most effective are employed.   4. Support the identification and dissemination of the most effective teaching approaches for SEND and EAL pupils.   5. Undertake day to day coordination of SEND pupils’ provisions through close liaison with staff, parents and external agencies.   6. In liaison with the Head and SLT undertake regular review of diagnostic tools and procedures used for key assessments, to ensure that these do not directly disadvantage pupils with identified needs.   7. In liaison with the Head and SLT monitor and evaluate the success of the school’s systems for identifying and meeting SEND and EAL pupils’ needs.   8. Ensure that each pupil identified as having additional learning needs has a clear pathway to access support, and that this is communicated efficiently.   9. Manage and lead a programme of one to one support and small group interventions to support SEND and EAL pupils.  1. **Leadership and management of others**    1. Promote a positive profile of the SEND and EAL provision to staff, pupils, parents and the wider community.    2. Provide professional guidance to staff to secure good teaching for SEND and EAL pupils, through written guidance, meetings, and leading training sessions as required.    3. Liaise with specialist staff, including, where applicable, peripatetic or contracted staff, to ensure that their work supports classroom teaching and the learning of SEND and EAL pupils.    4. Lead the teams of Sixth Form Learning Coaches and volunteer staff Learning Mentors, ensuring that they are providing support that is useful, well-planned and regularly reviewed. 2. **Communications**    1. Ensure communication of individual pupil assessment, effective teaching strategies and pupil progress to all appropriate staff and parents as required.    2. Encourage a two-way dialogue with school staff to ensure SEND/EAL pupils, and possible SEND/EAL pupils, are best supported    3. Establish and maintain a productive dialogue with parents via parent consultations, open days and other public occasions as directed.    4. Act as a point of reference/contact point with regard to national regulations on arrangements for pupils with special needs in external tests / examinations, and ensure that the requisite information is passed on to the Examinations Officer to ensure that appropriate access arrangements are put in place.    5. Liaise with SENDCos in feeder/receiving schools to ensure the best interests of SEND and EAL pupils are protected at key transition points.    6. In consultation with the Head and SLT maintain a directory of appropriate ‘specialists’ and outside agencies, able to provide local support, and liaise with these agencies effectively as appropriate. 3. **Training & development of self and others**    1. Advise on and contribute to the professional development of staff, including whole school INSET provision as required.   b. Regularly review own practice, set personal targets and take responsibility for own development.   1. **General administration**    1. Maintain the school’s Learning Support register of SEND and EAL pupils and collate and update related records, ensuring they are available for reference with due consideration and confidentiality.    2. Main records relating to pupils holding an EHCP as required.    3. Maintain records to evaluate access arrangements for examinations and liaise with the Examinations Officer as necessary.    4. Ensure that Pupil Learning Plans are kept up to date and relevant.      1. **Management of resources** 2. In liaison with the Head and SLT maintain and evaluate the effective deployment of budget and resources, making proposals for changes were needed, in order to keep provision for SEND pupils at the very highest level of quality. |
| **General requirements** | All school staff are expected to:   1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan. 2. Contribute to the school’s programme of extra-curricular activities, including clubs and trips. 3. Support and contribute to the school’s responsibility for safeguarding pupils. 4. Work within the school’s health and safety policy to ensure a safe working environment for staff, pupils and visitors 5. Work within the GDST’s Diversity Policy to promote equality of opportunity for all pupils and staff, both current and prospective. 6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues. 7. Engage actively in the performance review process. 8. Adhere to policies as set out in the GDST Council Regulations and GDST circulars. 9. Undertake other reasonable duties related to the job purpose required from time to time. |
| **Review and Amendment** | This job description should be seen as enabling rather than restrictive and will be subject to regular review. |

**Person Specification**

**Skills Required**

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| Ability to communicate clearly and accurately in speech and writing. | Essential |
| Administrative skills. | Essential |
| Ability to administer assessment tools. | Essential |
| Ability to think strategically | Essential |
| Maintain resilience in the face of challenge | Essential |
| Ability to engage positively and constructively with learners from a wide range of life experiences and needs in a bespoke fashion | Essential |
| Ability to engage positively and constructively with parents and carers from a wide range of life experiences and needs in a bespoke fashion | Essential |
| Ability to offer supportive and constructive challenge in a sensitive, empathetic manner to colleagues, parents and pupils to champion the needs of vulnerable children | Essential |

**Knowledge Base**

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| Comprehensive knowledge base of SEND needs in general and specifically dyslexia, dyscalculia, OCD, ASD and ADHD. | Essential |
| Knowledge required to analyse assessment data. | Essential |
| Knowledge of differentiation and alternative teaching strategies to deliver a quality first model of classroom practice to provide learning support and cater for pupils with SEND needs. | Essential |
| Firm understanding of examination access arrangements and knowledge of the evidence required to support pupils in this area. | Essential |
| Knowledge of EAL requirements and support | Desirable |

**Qualifications/Attainment**

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| Teaching qualification. | Essential |
| A recognised qualification in at least one area of SEND (e.g. Dip.Spd, AMBDA, MA in Education) | Desirable |
| EAL/TEFL qualification | Desirable |
| Level 7 Assessors Training, or a willingness to undertake the training as a matter of priority. | Desirable |

**Experience**

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| Experience of regular class teaching covering a range of abilities and ages. | Essential |
| Experience of teaching pupils with SEND. | Essential |
| Experience of supporting EAL pupils. | Desirable |
| Evidence of an active contribution to the successful development of pupils with SEND related issues or other significant vulnerabilities | Essential |

**Attitude/approach**

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| Approachable and positive. | Essential |
| Good at self/time management and prioritising. | Essential |
| Enthusiasm to develop own practice. | Desirable |