



## **JOB DESCRIPTION**

**Post:** Special Educational Needs Co-ordinator (SENDCo)  
**Hours of Work:** As outlined in the Teachers' Pay and Conditions Document  
**Responsible to:** Head Teacher  
**Base:** Plymouth

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### **PRINCIPLE PURPOSE OF THE ROLE**

- Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.
- To work closely with the Head Teacher, senior management team and colleagues
- Oversee the day-to-day operation of the SEN policy with the aim of raising achievement of pupils with special educational needs and disabilities.
- Deliver small group support and interventions to support pupils and raise achievement.
- Assume the role of DSL or DDSL dependant on the needs of the school
- Assume the role of Pupil Premium Lead across the school

### **KEY RESPONSIBILITIES**

- Put provision in place to ensure that progress of pupils with SEN and FSM improves relative to those without SEN and FSM
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs
- Support all staff in understanding the needs of SEN pupils.
- Support departmental developments of SEN and FSM provision.
- Monitor progress towards targets for pupils with SEN and FSM
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Fulfill all the requirements of a Class Teacher and have a regular teaching timetable.

## PERSON SPECIFICATION

### Inclusion Lead and Special Educational Needs Co-ordinator (SENDCo) - Person Specification

	Essential criteria for short listing	Desirable
Professional Development	<p><b>We are looking for a SENDCo who has:</b></p> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National SENDCo award and/or experience as a school SENDCo and a willingness to undertake the National SENDCo Award training</li> <li>• Be familiar with the SEN code of practice and the new EHC plans</li> <li>• Degree (good honours)</li> <li>• Attend staff training sessions including staff meetings and Non-Pupil Days</li> <li>• Keep up to date with relevant developments in the area of SEN to ensure these are reflected in the school policies and procedures.</li> <li>• Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary</li> <li>• Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management</li> </ul>	
Knowledge and Experience	<ul style="list-style-type: none"> <li>• Relevant teaching experience</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Understanding of relevant legislation</li> <li>• Awareness of the current changes in SEND funding and delivery</li> <li>• A consistently good teacher</li> <li>• The evidenced ability to lead a broad team of staff, including teachers, support staff and external agencies, to promote and ensure the highest standards of provision and student progression</li> <li>• Data analysis skills, and the ability to use data to inform provision planning</li> <li>• Proven track record of raising achievement for students with learning difficulties and those who are FSM.</li> <li>• Set targets for raising achievement among pupils with SEN and FSM.</li> <li>• Collect and interpret specialist assessment data.</li> <li>• Set up systems for identifying, assessing and reviewing SEN.</li> <li>• Update the head teacher and governing body on the effectiveness of provision for pupils with SEN and FSM.</li> <li>• Develop understanding of learning needs and the importance of raising achievement among pupils.</li> <li>• Keep parents and carers informed about their child's progress.</li> <li>• The ability to motivate and inspire staff and students</li> <li>• Commitment to the protection and safeguarding of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading a special needs area.</li> <li>• Experience of being a DSL or DDSL.</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• The ability to be creative, enthusiastic and who can inspire learners</li> <li>• Personal warmth and the ability to work independently but also relating well to colleagues, pupils and parents</li> <li>• Work with and effectively manage staffing to ensure support is effective at raising achievement in special needs</li> <li>• An ability to organise people, time and resources effectively</li> <li>• The ability to organise the availability and use of general and specialist play equipment and other resources to cater for the specific needs of the children</li> <li>• An ability to use own initiative and motivate others, accepting responsibility at all times</li> <li>• An ability to communicate effectively both orally and in writing</li> <li>• The ability to motivate and inspire staff and students</li> <li>• Excellent self-organisational skills</li> <li>• Open to new ideas and prepared to 'experiment'</li> <li>• Able to provide consistently high levels of quality care and education opportunities to all children</li> </ul>	<ul style="list-style-type: none"> <li>• Able to work under pressure whilst maintaining a sense of humour.</li> <li>• Leadership experience in special needs</li> <li>• Has led a whole school initiative</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Work with the head teacher and staff to develop effective ways of bridging barriers to learning through assessment of needs, target setting, developing a recording system for progress.</li> <li>• Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN.</li> <li>• Monitor teaching and learning activities to meet the needs of pupils with SEN.</li> <li>• Deliver small group support and interventions to pupils with SEN.</li> <li>• Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding teaching.</li> <li>• Evidence of accelerating SEN pupils learning and progress.</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance, modelling teaching, coaching and mentoring.</li> <li>• Provide training opportunities for learning support staff and teachers to learn about SEN.</li> <li>• Disseminate good practice in SEN across the school.</li> <li>• Identify resources needed to meet the needs of pupils with SEN; advise the leadership team of priorities for expenditure and manage the SEN budget.</li> <li>• Attend Senior Management and Pupil Progress meetings when required.</li> <li>• Hold regular meetings with teachers and learning support assistants.</li> <li>• Develop links with other professionals, agencies, governors and neighbouring schools.</li> <li>• Play a key role in maintaining the school provision map.</li> <li>• Contribute to the performance management process of SEN teachers and learning support assistants.</li> </ul>	

<b>Equal Opportunities and Safeguarding</b>	<p><b>The successful candidate must be able to demonstrate:</b></p> <ul style="list-style-type: none"><li>• An ability to promote equal opportunities with respect to race, gender and disability</li><li>• Their commitment and understanding of their role in ensuring children in their care are safe</li><li>• Working knowledge of Child Protection and Safeguarding procedures and commit to attending all safeguarding training</li></ul> <p><b>NB:</b> The successful candidate will undergo an enhanced DBS check</p>
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