



Post Title:	SENDCo – Special Educational Needs and Disabilities Coordinator
Terms & Tenure:	Full time, permanent, TLR 2.2 + SEN Allowance
Line Manager:	Assistant Headteacher (Inclusion & SEND)
Staff Supervised:	Sixth Form SENDCo, Learning Support Centre Manager, Learning Support Assistants (LSAs)

Christopher Whitehead Language College is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Purpose of role

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 students with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- To oversee/implement, improve the number of EHCPs currently in school.

The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and responsibilities

The list is given as a guideline only and is not exhaustive. Other tasks and activities relevant to the main headings should also be considered acceptable. A degree of flexibility is therefore considered essential.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision.
 - Contribute to school self-evaluation, particularly with respect to provision for students with SEND.
 - Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP) and known by heads of department.
 - 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.
 - Effectively communicate strategies to support students with additional needs – oversight of the website and the policies will be key to this.
 - Attain, review and maintain EHCPs and monitor/evaluate the student and LSA performance.
-

Operation of the SEND policy and coordination of provision

- Maintain an accurate SEND register and provision map and effectively communicate any changes.
- Provide guidance to colleagues on teaching students with SEND, and advise on the graduated approach to SEN support. This means getting into lessons.
- Advise on the use of the school's budget and other resources to meet students' 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 to ensure smooth transition.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for students with SEND and reflect/change practice as data improves/deteriorates.
- Implement and support intervention groups for students with SEND, and evaluate their effectiveness in conjunction with the Intervention Coordinator.
- Oversee SEND passport and plan writing and reviews

Support for students with SEND

- Identify a student's SEND.
- Co-ordinate provision that meets the student'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 or carers.
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the student'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 student has SEND.
- Oversee and support the exam arrangements for EHCP/SEND students.

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 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 students with SEN or a disability.

- Oversight/timetabling of LSAs ensuring no ‘free’ periods – liaison with EAL Coordinator /intervention team.
- Lead and train LSAs working with students with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

General and review

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school.
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school’s behaviour policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children’s Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

As part of our recruitment processes, in accordance with statutory guidance KCSIE 2022, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are ‘protected’, so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.