



SEND Coordinator  
RECRUITMENT PACK



# Job Description

## SEND Coordinator

### Responsible to:

The CEO/Academy Principals /Trust Inclusion Leader, Governing Body and the Trust

### Responsible for:

SEND Teaching Assistants

### Main Purpose:

The SENDCO, under the direction of the Principal/Trust Inclusion Leader, will:

- Determine the strategic development of special educational needs (SEN) policy and provision throughout the academies.
- 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
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Raise standards within SEND provision and diminish gaps between SEND pupils and peers.

### Duties and Responsibilities:

#### **Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the academies, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective





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## **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
- Identification and quality assurance and of SEMH provision across the Academies
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Develop systems for colleagues to record and monitor progress made by pupils with SEND

## **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Leading on multi-agency meetings and working closely with the Trust's Speech & Language Therapists and School Nurse
- 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 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



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- 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 SEN or a disability

## **Leadership and management**

- Work with the Principal, Trust Inclusion Leader 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 for the governing board
- Contribute to the school improvement 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 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 working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## **Main Purpose – Class Teacher**

- To teach pupils in the 3-11 age range and to teach all aspects of the statutory curriculum and the agreed Trust/Academy curriculum.
- To help all pupils to achieve her/his potential in all aspects of development – social, emotional, intellectual, moral, aesthetic
- To implement the school's commitment to high achievement and effective teaching and learning

## **Responsible to:**

The Principal / Phase Leader, Governing Body and the Trust



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## **General Duties:**

To carry out all duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document.

## **Classroom Responsibilities:**

- To ensure high standards of work, attendance and punctuality from pupils, in accordance with agreed school policy and practice.
- To plan, organise and monitor the work of pupils in one class (or agreed groups), fulfilling:
  - National Curriculum (and RE)
  - Our RESPECT curriculum
  - School Policies
  - LA Policies.
- To set high expectations of pupil behaviour through well focussed teaching and the development of positive, productive relationships with pupils and the implementation of agreed school policies.
- To make effective use of assessment data on prior pupil attainment and progress to set clear targets for pupil learning.
- To identify pupils with additional needs (SEN, medical, social, emotional, very able, not yet fluent in English)
- To ensure that there is a good match between the abilities of the children and the work provided, liaising with the SENDCO or external agencies when necessary.
- To develop a stimulating learning environment which will encourage and facilitate the child's development by providing and maintaining:
  - Displays, apparatus, materials,
  - Effective use of time,
  - Structured classroom organisation,
  - Opportunities for group and individual work.
- To liaise with parents, providing opportunities for them to discuss and consult with them about their child's learning and progress, including target setting.

## **School Responsibilities:**

- To contribute to whole school initiatives.
- To take part in directed hours activities, staff meetings, working parties, INSET.



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- To plan and evaluate the work of classroom assistants, students and volunteers.
- To co-ordinate an agreed area of the curriculum throughout the school.
- To participate in performance management interviews and to set objectives for personal development and pupil progress.
- To contribute to the school improvement planning process and the implementation of priorities.

## Equal Opportunities:

The post holder should carry out all activities in line with the Academy's policies for Health and Safety, Safeguarding and Child Protection and Equal Opportunities.

Where the post-holder is disabled, every effort will be made to fully supply all the necessary aids and adaptations or equipment to allow them to successfully carry out the full duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Wise Owl Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description, but are relevant to the work of the post holder.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



# Personal Specification

## SEND Coordinator

### Minimum Essential Requirements

### Method of Assessment

#### 1. Qualifications

Qualified teacher status

Application Form

National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment

Application Form

Degree

Application Form

Attended relevant CPD

Application Form

#### 2. Experience

Teaching experience

Application Form / Interview

Experience of working at a whole-school level

Application Form / Interview

Involvement in self-evaluation and development planning

Application Form / Interview

Experience of conducting training/leading INSET

Application Form / Interview

Experience of line managing staff

Application Form / Interview

#### 3. Skills and knowledge

Sound knowledge of the SEND Code of Practice

Application Form / Interview

Understanding of what makes 'quality first' teaching, and of effective intervention strategies

Application Form / Interview

Ability to plan and evaluate interventions

Application Form / Interview



# Personal Specification

## Minimum Essential Requirements

## Method of Assessment

### 3. Skills and knowledge continued...

Data analysis skills, and the ability to use data to inform provision planning

Application Form / Interview

Effective communication and interpersonal skills

Application Form / Interview

Ability to build effective working relationships

Application Form / Interview

Ability to influence and negotiate

Application Form / Interview

Good record-keeping skills

Application Form / Interview

### 4. Personal qualities

Commitment to achieving the best outcomes for pupils and promoting the ethos and values of the school

Application Form / Interview

Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability

Application Form / Interview

Ability to work under pressure and prioritise effectively

Application Form / Interview

Commitment to maintaining confidentiality at all times

Application Form / Interview

Commitment to safeguarding and equality

Application Form / Interview





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