

Job Description – Special Needs Coordinator

Responsible to:	<i>Headteacher</i>
Salary:	<i>MPS/UPS + SEN Allowance</i>
Based:	<i>Longsight Community Primary</i>
Fixed Term:	<i>0.8FTE(4 days) permanent contract</i>

Main Aims of the Post

- 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.
- The SENCO will be expected to fulfil the responsibilities of a teacher, which includes covering lessons for absent teachers.

Main duties

Strategic development of the SEN policy and Provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- 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.

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.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Identify a pupil's SEN

<ul style="list-style-type: none"> ➤ 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
<p><u>Leadership and Management</u></p> <ul style="list-style-type: none"> ➤ 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 ➤ Lead staff appraisals and produce appraisal reports ➤ Review staff performance on an ongoing basis
<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> ➤ 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 SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

<p>General Work Related Expectations</p>
1. To work within the Big Life Company's Values, Ethos and Vision.
2. To contribute to the development of TBLG
3. To work in accordance with all Policies and Procedures of TBLG
4. To identify and attend training as required
5. To work in accordance with all relevant legislation
6. To undergo regular supervision and an annual appraisal
7. To undertake any other duties as required, appropriate to the post

Person Specification – Special Needs Coordinator
The successful candidate must be able to demonstrate that they meet all the following points.

		Method of Assessment
1.	Employment Experience	
1.1	To have had a successful experience of teaching children in Key Stage 1/Key Stage 2	A/I/O
1.2	Experience of working at a whole-school level	A/I
1.3	Involvement in self-evaluation and development planning	A/I
1.4	Experience of conducting training/leading INSET	A/I
2.	Educational Background/Training	
2.1	Qualified Teacher Status	A
2.2	National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	A
3	Knowledge	
3.1	Sound knowledge of the SEND Code of Practice	A/I/O
3.2	Understanding of what makes 'quality first' teaching, use of adaptive strategies and of effective intervention	A/I/O
3.3	Ability to plan and evaluate interventions	A/I
3.4	Data analysis skills and the ability to use data to inform provision planning	A
3.5	The ability to work collaboratively within the school team of teachers and teaching assistants.	A/I
3.6	The ability to communicate effectively and work cooperatively with parents and carers	
3.6	Understanding of the organisation of the primary curriculum	A/I
3.7	Awareness of the various cultures represented in urban areas and the ability to disseminate this positively to children	A/I
3.8	Awareness of the principles and practice of equal opportunity	A/I
3.9	Awareness and understanding of the principles and practice of social inclusion	A/I
4	Skills	
4.1	Be a skilful communicator	A/I/O
4.3	Be able to motivate and develop staff.	A/I
4.4	Ability to work well in partnerships with parents and the local community with a wide range of stakeholders	A/I
4.5	High expectations of all pupils and staff	A/I/O
5	Personal	
5.1	Commitment to getting the best outcome for the children and promoting the ethos and value of the school.	A/O
5.2	Ability to prioritise effectively	A/I/O
5.3	Commitment to maintaining confidentiality at all times	A/I/O
5.4	Pro-active	A/I/O
5.5	Creative	A/I/O

Key - Method of Assessment

**A = Application Form
 I = Interview
 O = Observation/Task**