



## Special Educational Needs Co-ordinator

### JOB DESCRIPTION

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

**Job Title:** **Special Educational Needs Co-ordinator**

**Reporting to:** Assistant Headteacher (curriculum)

**Purpose of the post:** To provide professional leadership, strategic direction and management of SEND throughout the school to secure high quality teaching and learning, to raise standards of attainment and to ensure the progress and achievement of all SEND pupils.

#### **Main Duties & Responsibilities**

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In addition to the duties of classroom teachers, this post carries with it the following responsibilities in the first instance.

#### **Principal Accountabilities:**

- To ensure effective identification of all students with SEND across the school.
- To create a SEND improvement plan that contributes positively to the achievement of the SEND pupils/school improvement plan (SIP) and which actively involves all inclusion staff in its design and execution.
- To engage all staff members in the creation, consistent implementation and improvement of intervention programmes, which encapsulate key learning strategies related to specific areas of SEND need.
- To provide regular feedback for Curriculum Support Staff in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible and measurable impact on student progress.
- To assist the designated member of the leadership team in the ongoing review of the standards of leadership, and progress of SEND students, consistent with the schools' self-evaluation procedures.
- To ensure that staff and students understand, and are actively implementing, the key aspects of the school's values and beliefs and all aspects of school agreed policies including the school's behaviour and inclusion policies.
- To oversee and evaluate the SEND budget allocation to ensure the budget is spent in line with priorities and the principles of best value.
- To maintain and review regularly a register of SEND students.
- To effectively identify students that require access arrangements for assessments and ensure that access arrangements are secured prior to public exams being taken.
- To deliver high quality CPD to teaching and support staff



**General Responsibilities:**

- To ensure a coordinated approach to teaching, learning, and assessment, recording and reporting in relation to special educational needs provision, in line with whole school policies and the Code of Practice for Special Educational Needs.
- To ensure a coordinated approach to the management of attendance and punctuality to lessons and behaviour of SEND students in line with whole school policies.
- To ensure that the staff has a consistent approach to work with all students and that this is followed up in departmental practices and documentation.
- To develop intervention programmes to meet the needs of target students and to keep SEND provision under review and ensure the department and students meet targets set.
- To maintain the commitment for SEND students to secure transition at key points and to encourage students to participate in visits and other events as extra-curricular activities.
- To monitor and evaluate the delivery of the SEND interventions through line management of staff and oversight of student's work and lesson observations.
- To contribute to the School Development Plan through whole school and faculty planning and evaluation.
- To work effectively with other external agencies and SENCOs within the Borough.
- To ensure the learning environment is stimulating and inviting
- To co-ordinate annual review for students.
- To plan and oversee extended school activities to support SEND students (including numeracy and literacy).

**Responsibilities of Leadership and Management of the team to ensure the following areas are addressed.**

- **(a) Teaching, Learning and Assessment**
- To oversee all student outcomes related to SEND intervention programmes and ensure that learning experiences offered are appropriate and relevant to learning needs to ensure good progression for all students.
- To continually review and develop the range of learning experiences offered to SEND students and to lead on teaching and learning in the departments.
- To keep informed of curriculum developments relevant to the subject.
- To ensure detailed schemes of work are prepared in line with national guidance, assessment requirements and school policy.
- To ensure that students' progress is regularly assessed and monitored, and that those student not meeting targets are promptly identified.
- To develop effective liaison with the Heads of Learning and Heads of Faculty to ensure and support appropriate intervention for identified students at risk of underachieving, and to ensure that the educational needs of all students are met
- To ensure that accurate records of progress are kept and updated frequently by all teachers in the team.
- To regularly moderate assessment procedures to ensure accuracy and consistency of all teachers in the department.
- To ensure that all behaviour concerns are dealt with in line with faculty and school policy
- To ensure that profiles and progress reports are written on all students, by published deadlines, and that these conform to school policies and legal requirements.
- To devise and implement strategies for celebrating student achievement, e.g. regular display of work, and informing relevant parties in school and families
- To support and develop links with EMA, EAL and gifted and talented coordinators.
- To liaise with, and assist where appropriate, Data and Assessment staff, in the conduct



of public and internal examinations and to secure appropriate accreditation for students.

– **(b) Professional Support**

- To provide high quality CPD for teaching and support staff
- To give advice and support relating to special educational needs to other teachers in order to facilitate the effective development of the subject throughout the school.
- To maintain a disciplined learning environment.
- To work with the SLT person responsible for staffing to ensure that newly qualified teachers, student teachers and new staff are given appropriate advice and support.
- To offer all staff members' opportunities, to aid their professional development. Such opportunities should reflect the school's approach to appraisal and include strategies for extending professional experiences, and be agreed in consultation with the CPD coordinator.
- To ensure that appropriate work is set for cover staff.
- To ensure the preparation and regular update of the SEND Handbook.

– **(c) Communications**

- To attend appropriate meetings (including Governors, external and internal) and to provide opportunities for ideas/information to be fed back to and discussed with all staff members.
- To convene meetings and ensure notes of discussion and action are kept.
- To contribute to effective liaison with institutions outside the school, including primary schools and post-16 institutions organised by the faculty.
- To keep staff members informed of curriculum developments.
- To liaise with parents, Governors and other external agencies as and when appropriate.

– **(d) Resources**

- To monitor and ensure the allocated capitation is spent appropriately and to keep the line Manager and SLT informed of financial needs and spending.
- To ensure that the general environment within the SEND area is in keeping with Health and Safety procedures and that the furniture requirements and the general environment is kept in good order, reporting any concerns to person in charge of premises and facilities.
- To liaise with the SLT person responsible for timetable over staff deployment and timetabling.
- To deploy staff assigned to the department.

The post holder will be expected to work flexibly and carry out all duties in compliance with the school and learning Trust policies and SEND code of practice and procedures.

The post holder must at all times carry out his/her responsibilities with due regard to The Learning Trust's (the LA) policy, organisation and arrangements for Health & Safety at Work.

It is the post-holder's responsibility to carry out his/her duties in line with The Learning Trust's policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.

You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

**Conditions of Service:**

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Governed by the School Teachers Pay and Conditions of Service 2008 supplemented by local conditions as agreed by the governors



### **Special Conditions of Service**

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Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview. Also as this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunities**

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The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.



## Special Educational Needs Co-ordinator

### PERSON SPECIFICATION

<b>Qualifications:</b>	
☐☐ Degree or equivalent plus teaching qualification	E
☐☐ Evidence of continuing professional development.	E
<b>Experience:</b>	
☐☐ Evidence of excellent teaching and classroom management skills	E
☐☐ Successful experience of working with SEND students in an inner city comprehensive school.	E
☐☐ Successful experience of teaching across the age and ability range	D
☐☐ Successful involvement in planning, implementing and evaluating SEND strategies to raise achievement	E
☐☐ Experience of implementing the Code of Practice for Special Educational Needs	E
☐☐ Experience of developing and implementing small group and individual interventions for students with special needs	E
<b>Management and leadership skills:</b>	
☐☐ The ability to motivate and lead a team of professionals	E
☐☐ The ability to build good relationships with all students and adults	E
☐☐ The ability to involve all staff in implementing a vision for SEND	E
<b>Professional knowledge and understanding:</b>	
☐☐ Evidence of excellent knowledge, understanding and enthusiasm for developing a strategy for SEND	E
☐☐ Full understanding the Code of Practice for Special Educational Needs	E
☐☐ Understanding of curriculum issues relating to the needs of SEND students	E
☐☐ Knowledge and some experience of school self-evaluation	E
☐☐ The ability to use ICT effectively to support tasks and activities	E
<b>Skills, abilities and personal qualities:</b>	
☐☐ The ability to promote and maintain the highest standards in all aspects of the work in the school.	E
☐☐ Team player with energy, enthusiasm and perseverance.	E
☐☐ Excellent organisational skills, encouraging positive collaborative working practices	E
☐☐ Good communication skills, showing sensitivity and strength	E
☐☐ Mentoring and coaching skills, showing ability to be both constructive and critical	D
☐☐ Ability and skills to manage change	D
☐☐ A commitment to developing curriculum activities	E
☐☐ Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.	E