

Job Description

Job title:	Specialist SEND Co-ordinator
Grade/salary:	Grade 5 – SCP 7 to 11
Reporting to:	Assistant Headteacher (SENCo)

Job Purpose

- Improve educational and life outcomes for students with SEND;
- Lead, coordinate and deliver 1:1 and small group intervention sessions for SEND students, across the range of SEND needs and ages;
- Contribute to supporting teachers and the curriculum in achieving outstanding academic and personal outcomes for SEND students;
- Act as a conduit between the curriculum and the SEND team to ensure that the needs of the students are consistently communicated and reviewed;
- Coordinate and schedule CPD sessions for staff where relevant and to meet the needs of the SEND cohort at the school;
- Demonstrate knowledge of effective teaching and learning to ensure students can make accelerated progress through intervention sessions and in class support;
- Liaise effectively with colleagues to ensure consistency of approach in teaching and learning across the school;
- Promote the vision, culture and ethos of the Trust;
- To develop and maintain a good understanding of the whole school’s curriculum plans and assessment and behaviour policies.

Key Responsibilities and Accountabilities

Teaching and Learning

- Plan, prepare, and deliver 1:1 and small groups sessions for SEND students and/or provide guidance for how curriculum areas can best support learners needs;
- Assist students with SEND in the development of self-esteem, self-expression and self-advocacy;
- Work with leaders and key staff to demonstrate a forward- thinking approach to teaching and learning, developing new areas of best practice in SEND;
- Work in partnership with parents, other teachers and specialist professionals, in both formal and informal contexts, in order to develop provision and monitor and evaluate SEND students’ progress;
- Support the SENCo in identifying students’ strengths and priority needs to inform the content of EHCPs;
- Support the SENCO in developing individual EHCPs for students and delivering appropriate interventions to maximise personal and academic development;
- Support students in mainstream lessons, differentiating where possible and advising teachers;
- Follow SEND students PEN portraits, monitor pupil social communication development, contribute to provision mapping and annual reviews for students;
- Promote and develop literacy and numeracy skills so that they do not present barriers to learning;
- Take account of students’ prior levels of attainment and personal progress and use them to set

future targets;

- Maintain good discipline by following the behaviour policies and procedures;
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities.

Assessment, recording and reporting

- Keep appropriate records of students' work and progress;
- Carry out assessment programmes, as agreed by the SENCO;
- Complete records of achievement in line with school policy;
- Complete student reports in line with school policy;
- Attend parents' evenings and SEND coffee mornings as required and keep parents informed about their child's academic and personal progress.

Pastoral responsibilities

- Endeavour to build up a good relationship with all students so that they will look to the teacher for support and advice;
- Command high standards of behaviour and conduct at all times and support the school in its application of related policies;
- Report issues of concern to the appropriate senior staff or pastoral support staff;
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Other duties

- Attend and actively participate in regular meetings with parents/ carers and external agencies in support of students;
- Impart specialist knowledge to colleagues, parents/ carers, external agencies and other stakeholders as required in terms that are easily understood by people who may have limited specialist knowledge;
- Support staff training where appropriate;
- Attend and contribute to team and full staff meetings;
- In relation to the school's strategic plan, contribute towards the goals and targets;
- Maintain a professional interest in educational initiatives and developments;
- Maintain an engaging a purposeful learning environment;
- Support out of school activities where appropriate;
- Commitment to own professional development and maintain a record of professional development activities;
- Keep abreast of new developments/initiatives in special educational needs.

Contribution to whole School

- Contribute to meetings regarding interventions for SEND students;
- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;

- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Maintain an inclusive learning environment for all students;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with others, to support achievement and progress of students;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- Deliver out of school learning activities or duties within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Responsibilities for Resources

- Effective use of materials and resources.

Responsibilities for Budgets and People

- None.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;

- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

No.	Categories	Essential or Desirable	App Form	Interview/ Task
Qualifications				
1.	Level 2 numeracy/literacy qualifications;	E	✓	
2.	4 or more GCSE's at grade 4/C or higher (or equivalent grades/qualifications);	D	✓	
3.	Qualifications in supporting pupils in a school setting (level 2 or 3);	D	✓	
4.	Understanding the purpose and role of learning support;	E	✓	✓
5.	Understanding of Safeguarding and Child Protection issues;	D	✓	✓
Experience				
6.	Experience of basic technology, PC, internet and Microsoft Office packages;	E	✓	✓
7.	Experience of working with, or caring for, children or young people of relevant age;	E	✓	✓
8.	Experience of working in a school environment;	D	✓	✓
9.	Understanding of first aid;	D	✓	✓
10.	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	D	✓	✓
Abilities, skills and knowledge				
11.	Work as an effective team member and apply directions/instructions;	E	✓	✓
12.	Ability to relate well to children and young people;	E	✓	✓
13.	Able to apply written and verbal instructions;	E	✓	✓
14.	Able to set up basic, and routinely use, equipment and resources under the instruction of the teacher;	E	✓	✓
15.	Able to organise self to plan and complete tasks;	E	✓	✓
16.	Able to communicate effectively with young people and adults (parents, other staff);	E	✓	✓
17.	Able to use initiative to support learning, with some guidance and support from the teacher;	D	✓	✓
18.	High personal standards;	E	✓	✓
19.	Able to seek support, when required;	E	✓	✓
20.	An excellent record of attendance and punctuality;	E	✓	✓
21.	Reliability, integrity and stamina;	D	✓	✓
22.	Respect confidentiality;	D	✓	✓
23.	Commitment to personal development and learning.	D	✓	✓

