



# HOLY CROSS CATHOLIC PRIMARY SCHOOL

## JOB DESCRIPTION

SENDCo (Special Educational Needs and Disabilities Coordinator)  
and Designated Teacher for Looked After Children

|                |                               |
|----------------|-------------------------------|
| JOB TITLE:     | Inclusion Lead                |
| PAY SCALE:     | MPS/UPS + SEN Allowance       |
| HOURS:         | 0.4                           |
| CONTRACT TYPE: | Permanent                     |
| REPORTING TO:  | Interim Executive Headteacher |

### Main purpose

Working in partnership with the Interim Executive Headteacher, as part of the Senior Leadership Team, to secure high quality teaching and learning across the school with a focus on providing support to pupils with special educational needs and/or disabilities (SEND), or pupils otherwise in need of additional support.

The Inclusion Lead, under the direction of the Interim Executive 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 pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- Provide support for short-term issues that may affect a pupil's wellbeing, e.g. short-term behavioural issues not classified as SEND
- Carry out the role of Designated Teacher
  - Be a central point of initial contact within the school for look-after children.
  - Have the overall responsibility to ensure that looked-after children and previously looked-after children aren't placed at a disadvantage and are given the support that they need to succeed both academically and emotionally in school.

### Duties and responsibilities as SENDCO

#### Strategic development of 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 (LA)
- 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

- Promote an environment that supports all pupils with additional needs to reach their full potential
- Identify a pupil's SEN
- 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
- Identify students who may be in need of short-term additional support for short-term issues not classified as SEN
- Plan and deliver interventions for specific pupils, both 1:1 and in small groups, or direct LSAs/HLTAs to deliver the interventions planned
- Communicate with parents about specific interventions / support in place for their child
- Liaise with parents about their child's progress
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, 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, where a looked-after pupil has SEN or a disability

## **Leadership and management**

- Work with the Interim Executive 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 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

Working in partnership with the Head of School to:

- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability

## **Duties and responsibilities Designated Teacher**

### **Ethos and culture**

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked-after and previously looked-after children at a disadvantage (for example, procedures such as induction and transition)
- Promote a culture in which looked-after and previously looked-after children are:
  - Prioritised for academic support
  - Encouraged to actively participate in school life
  - Supported to succeed and aspire to further and higher education or highly skilled jobs
  - Able to take ownership of their learning and have opportunities to discuss their progress
  - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

### **Teaching and learning**

- Set high expectations of looked-after and previously looked-after children's learning, and ensure teachers set targets that accelerate progress
- Advise teachers on differentiated teaching strategies appropriate for looked-after or previously looked-after children
- Advise on the use of assessment for learning approaches to improve the progress of looked-after and previously looked-after children, and help them and their teachers understand where they are in their learning and their next steps
- Have overall responsibility for target setting for looked-after children and previously looked-after children in school including monitoring and tracking attainment progresses, and ensuring that identified actions are put in place

### **Looked-after children with special educational needs**

- Ensure that the SEND code of practice, as it relates to looked-after and previously looked-after children, is being followed
- Where any looked-after and previously looked-after child has an education, health and care (EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met

### **Working with staff**

- Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked-after and previously looked-after children and how to support them
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these looked-after and previously looked-after children are quickly and effectively responded to

### **Working with carers, parents or guardians**

- Act as a central point of contact for carers, parents or guardians to promote good home-school links
- Support progress by ensuring effective communication with carers, parents or guardians
- Ensure carers, parents or guardians understand:
  - The potential value of one-to-one tuition and are equipped to engage with it at home
  - How the school teaches skills such as reading and numeracy
- Encourage high aspirations and work with the looked-after and previously looked-after child to plan for their future success and fulfilment
- Fully involve carers, parents or guardians in any decisions made about their child's education
- Work with carers, parents and guardians to understand the emotional and behavioural needs of the child

### **Working with external agencies**

- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs
- Work with relevant professionals, including the VSH, to ensure that the designated teacher and other school staff have the skills to identify signs of potential mental health issues among looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEP

## **Other areas of responsibility**

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Interim Executive Headteacher.

### **Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:** April 2023

**Next review date:** April 2024

**Interim Executive Headteacher's signature:**

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**Date:**

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**Postholder's signature:**

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**Date:**

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