



# Queen's Drive Infant School



## SENDCo Job Description

### **Part 1**

You are required to carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document 2012

### **Part 2**

**Post:** Curriculum Co-ordinator – SENDCo

#### **General Responsibilities**

- (a) Work co-operatively with colleagues, establishing good relationships with all staff, parents and the community.
- (b) Have regard to school policies, aims and philosophy. Be involved in reviewing and developing policies alongside all staff, helping to ensure continuity and progression across Key Stage 1.
- (c) Maintain good standards of work and behaviour, having regard for the health and safety of the children at all times.
- (d) Participate in meetings for planning work at year group level and/or Key Stage.
- (e) Undertake such duties as may be reasonably assigned by the Headteacher.

#### **Upper pay Accountabilities (if applicable)**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

### **Management Responsibilities : Inclusion Manager (SENDCo)**

- Be responsible for the management of all staff working in the SEN team (TAS, HLTAS, Outside Agencies).
- Help the Headteacher & Deputy Headteacher to monitor and evaluate the Teaching/Learning of SEN pupils across the school.
- Liaise with the team leaders to ensure consistent and effective communication.
- Promote whole school values and ethos, be positive and have clear communications.

### **Specific Responsibilities - SEND**

- Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND
- With the Headteacher, actively monitor teaching and learning activities to meet the needs of pupils with SEND
- Provide support / interventions for pupils with SEND when required
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Set up systems for identifying, assessing and reviewing SEND
- Update the Headteacher and Governing body on the effectiveness of provision for pupils with SEND
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND
- Provide training opportunities for learning support staff and teachers to learn about SEND
- Disseminate good practice in SEND across the school
- Identify resources needed to meet the needs of pupils with SEND; advise the leadership team of priorities for expenditure and manage the SEND budget.
- Develop links with other professionals, agencies, governors and neighbouring schools.

### **Specific Responsibilities – Wellbeing / Mental health Lead**

- To work with senior leaders to support and champion activities which promote safeguarding, emotional health and wellbeing across the school (promote wellbeing, pupil wellbeing policy)
- To play a key role in promoting positive behaviours and support pupils in developing successful relationships (wellbeing display and policy)
- To ensure that vulnerable pupils have the opportunity to express their views or influence decisions (well-being display, 1:1 with individuals)

- To assist in identifying needs, co-ordinating support or referral and monitoring impact of interventions (E.g. 1:1 mentors, YMCA, play therapy, other strategies)
- To ensure pupils have timely access to effective mental health support when needed (YMCA / CAMH referrals)

**The Teaching Standards apply to all qualified teachers**