



Robert Blake School
Aspire | Achieve | Celebrate

SEND Coordinator

Full time Permanent Post

Salary Scale: L6-L10

Purpose of the job

The SENDCO will play a key role in ensuring the strategic development of the school's Inclusion policies and practices. The role holder will act as the SENDCo and lead the provision for students with Special Educational Needs and Disabilities (SEND). In addition, the postholder will have a teaching commitment and be responsible for promoting an inclusive learning environment for all students.

Main Duties and Responsibilities:

Leadership on Inclusion and SEND

- Lead the development, implementation, and review of the school's SEND and Inclusion policies to ensure compliance with statutory requirements and best practice.
- Work collaboratively to develop whole-school strategies that promote inclusivity and accessibility for all students, including those with SEND.
- Oversee the effective use of resources for students with SEND and manage the SEND budget effectively.
- Liaise with external agencies, Local Authority SEND services, and families to ensure the needs of students are met and statutory obligations, such as EHCP reviews, are fulfilled.

SENDCo Duties

- Oversee the identification, assessment, and support of pupils with SEND, ensuring that effective interventions are in place.
- Manage and coordinate Education, Health and Care Plans (EHCPs) and other statutory assessments.
- Provide leadership and direction to the school's SEND team, including Teaching Assistants and Learning Support staff.
- Maintain up-to-date records of pupils' progress and support plans, ensuring these are shared effectively with relevant staff.
- Deliver training and development for staff to enhance their understanding and effective support of pupils with SEND and other needs.

Teaching and Learning

- Maintain a teaching commitment, delivering high-quality lessons in line with school policy and curriculum requirements.
- Differentiate lessons to meet the diverse needs of learners, including those with SEND and those who require additional support.
- Use assessment data to monitor progress and adapt teaching strategies as necessary.
- Act as a role model for inclusive and innovative teaching and learning practices across the school.

Staff Development and Training

- Lead on the development and delivery of CPD for staff regarding SEND and Inclusion practices.
- Support teachers in the differentiation of their lesson plans to ensure all learners can access the curriculum.
- Promote a culture of continuous professional development to ensure all staff are skilled in inclusive education.

Pastoral Care and Safeguarding

- Work closely with the pastoral team to ensure the wellbeing of SEND students and other vulnerable groups.
- Ensure that safeguarding procedures are rigorously followed for all students, particularly those with additional needs.
- Support the development of individual behaviour and support plans for students with SEND, in collaboration with parents and external agencies.

Stakeholder Engagement

- Develop and maintain positive relationships with parents, carers, and guardians to ensure they are fully involved in their child's education and progress.
- Attend and contribute to governors' meetings and other leadership meetings as required.
- Act as the key point of contact for families of students with SEND, offering advice and guidance on support available.

Qualifications

Whilst a National Award for SENCO is desirable it is not essential as full training would be provided for the right candidate.

Qualified Teacher Status is essential.

Job context

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and therefore, to the progress of all students. All teachers should be able to demonstrate competence against the relevant professional standards. It is expected that competence will be further developed as a teacher's career progresses. Teachers in the

upper pay scale can be expected to make a particular contribution to building team commitment in line with statutory requirement to meet threshold standards.

In particular, post threshold teachers will make a sustained and substantial contribution by:

- Being a role model for professional practice in the school;
- Making a distinctive contribution compared with other teachers;
- Contributing effectively to the wider school.

All teachers, except those who are newly qualified, will have varying degrees of responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Review of duties

The specific duties attached to any individual teacher are subject to annual review and may, after discussion with the Headteacher, be changed.

Deb Loveridge
Headteacher
May 2024