



The Arthur Terry Learning partnership is committed to safeguarding and promoting the welfare of Children and Young People, and require all staff to share this commitment

JOB DESCRIPTION	
Post:/Title	Special Educational Needs Coordinator
Job purpose: Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.	
Salary/Grade:	MPS/UPR plus TLR1B
Hours:	1265 per year
Reports to:	Headteacher
Responsible for:	Inclusion Team
Main duties:	<ul style="list-style-type: none"> • Promote and safeguard the welfare of young people in line with procedures and policies • To promote the agreed vision and aims of the school and The Arthur Terry Learning Partnership • To set an example of integrity and professionalism • Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND • Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs • Interpret and advise on relevant procedures, regulations and legislation to inform best practice in school • To ensure data is managed effectively and proactively and in adherence with legislation including GDPR, school and ATLP policies • Develop all staff in understanding the needs of SEND pupils • Develop departmental developments of SEND provision • Monitor progress for pupils with SEND to ensure this is in line with national, school and ATLP expectations, and create a strategic where the predicted progress shows this may be below target • Analyse and interpret relevant school, local and national data and create a strategic plan for SEND improvement • Liaise with staff, parents, carers, external agencies and other stakeholders to co-ordinate their contribution, provide maximum support and ensure continuity of provision • Work with inclusion leaders/teams across the ATLP, sharing knowledge and expertise • Lead the Inclusion Team and ensure they support students and staff as required • Lead appraisal for the Inclusion Team (teaching assistants) • To prepare for and attend regular appraisal and line management meetings • To ensure all tasks are carried out with due regard to Health and Safety

Teaching and Learning	<ul style="list-style-type: none"> • Support the identification of and disseminate the most effective teaching approaches/strategies for pupils with SEND • Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, or Provision Maps, PSP, CAF • Ensure accurate records are maintained in line with school, ATLP and legislative policy • Collect and interpret specialist assessment data to inform practice • Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies • Work with head teachers, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils • To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support colleagues as appropriate • To monitor and support the overall progress and development of students as a teacher • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential • To contribute to raising standards of student attainment • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth • To plan and prepare lessons • To contribute to the whole school/faculty planning activities • To continue personal development in the relevant areas including SENDD subject knowledge and teaching methods • To maintain appropriate records and to provide relevant accurate and upto-date information for E Portal, registers, etc. • To complete the relevant documentation to assist in the tracking of students • To take part in the school's staff development programme by participating in arrangements for further training and professional development • To track student progress and use information to inform teaching and learning. • To work as a member of the team and to contribute positively to effective working relations within the school.
Communication:	<ul style="list-style-type: none"> • To communicate effectively with the parents of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the school • To follow agreed policies for communications in the school

Student Support:	<ul style="list-style-type: none">• To promote the general progress and well-being of students with due regard to safeguarding, reporting any concerns in line with the school's procedures and protocols• To liaise with members of the school support team to ensure the implementation of the school support system• To evaluate and monitor the progress of student and keep up-to-date student records as required• To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff• To apply the behaviour management systems so that effective learning can take place
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Other Specific Duties:
<ul style="list-style-type: none">• To undertake any other duty as specified by School Teachers Pay and Conditions Document not mentioned in the above• Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

PERSON SPECIFICATION

A.F. = Application Form; I = Interview; T = Test or Exercise;

CRITERIA		M.O.A.
Education and Qualifications	<ul style="list-style-type: none"> • Relevant degree • Qualified Teacher Status • Hold the postgraduate qualification, 'The National Award in Special Educational Needs Coordination'. • Evidence of continuous professional development with particular reference to Special Educational Needs and Disability 	AF/Certificates
Experience	<ul style="list-style-type: none"> • Teaching at KS3 and 4 • Use of data to improve learning and promote achievement • Experience of identifying, providing, monitoring and evaluating teaching strategies for pupils with known barriers to learning • Experience of setting targets and monitoring and evaluating and recording progress • Can evidence high standard of teaching skills and classroom practice • Understanding of SEND categories • Awareness of the statutory requirements of the Code of Practice • Make consistent judgements based on careful analysis of available evidence • Experience of teaching other teachers • Exam concessions application process • Successful experience of SEND teaching in a secondary school <ul style="list-style-type: none"> • Experience of leadership and management in the area of SEND • Successful experience of leading a significant 'new initiative' • Experience of partnership working (including parents) 	AF/I/T

	<ul style="list-style-type: none"> • Experience of working with external providers to enhance curriculum delivery and pastoral care for students 	
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Able to recognize and respond to the needs of pupils with learning needs • Excellent planning, prioritising and organisational skills and the ability to complete administrative tasks accurately and efficiently • Excellent oral and written communication skills • Excellent preSENDtation skills with the ability to lead training • Good influencing and negotiating skills and the ability to diffuse situations • Ability to set clear expectations, to demand high standards and hold others to account • Advise and motivate staff with SENDD initiatives • The ability to chair meetings Application Form Interview Test Page 2 of 3 effectively and delegate • Oversee the co-ordination of teaching assistants in support of SENDD pupils • Clearly preSENDt a wide range of specialized information to both educationalists and noneducationalists • Ability to work independently and as art of a team • ICT competency 	AF/I/T
TRAINING	Willingness to participate in further training and development opportunities offered by the school/Partnership	AF/I
Knowledge and Understanding	<ul style="list-style-type: none"> • Awareness of the SEND Code of Practice and related policies and procedures. • Awareness of the Education Health and Care Needs Assessment process and the evidence needed • Knowledge and awareness of national and regional education • Awareness of: - the funding support mechanism for SEND - the roles and responsibilities of educational psychologists and of learning and behaviour specialists • Knowledge and understanding of the range of complex needs experienced by children who 	AF/I AF/I AF/I

	<p>find it challenging to access the normal school curriculum</p> <ul style="list-style-type: none"> • Current knowledge of curriculum and assessment, the development of literacy across the curriculum and changes to the code of practice • Knowledge and understanding of child protection matters and primary context and Government initiatives to raise achievement 	
OTHER REQUIREMENTS	<ul style="list-style-type: none"> • A role model who is committed to their Continuing Professional Development relevant to the SENDCO role • Committed to and able to promote the aims of the school and the values of the Trust <ul style="list-style-type: none"> • Willingness to share expertise, skills and knowledge 	AF/I
CONTRA INDICATION	Positive Disclosure relating to young people or vulnerable adults	AF/I