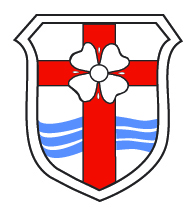
St Margaret Clitherow RC Primary School, Stevenage

**  
Job Description – Special Educational Needs Co-ordinator**

Grading: Upper Pay Scale

Responsible to: Headteacher / Assistant Headteacher

Job Purpose: Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.

All Teachers are subject to the conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document (STPCD). The school complies with requirements in order to make reasonable demands of teachers. Additionally, all teachers at St Margaret Clitherow School are required to sign the Catholic Education Service (CES) Contract of Employment in order to ensure that the Catholic ethos of the school is supported at all times.

Teachers are required to carry out their duties in line with the Catholic ethos of the school and in line with their responsibility for promoting and safeguarding the welfare of children for whom they are responsible or with whom they come into contact.

All teachers must have due regard to the National Standards for Teachers and will be assessed against these standards at least annually.

**Overall responsibility**

* To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils;
* To model effective teaching, to coach and train colleagues and to teach across the school;
* To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.
* To ensure the school adheres to the SEND Code of practice

**Areas of responsibility and key tasks:**

**Supporting the Catholic ethos of the school through:**

* Developing the Catholic Life of the school;
* Supporting the spiritual needs of all pupils;
* Promoting the Catholic Life of the school with parents and children.

**Strategic direction and development of SEN provision in the school, with the support of and working with the Headteacher to:**

* Contribute to the school ethos in which all pupils have access to a broad, balanced and relevant curriculum.
* Support all staff in understanding the needs of SEN pupils
* Devise and promote plans to ensure the needs of pupils with SEN are met
* Regularly monitor progress against targets for pupils with SENin accordance with the SEN Code of Practice cycle - Assess Plan Do Review
* Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHCP) and for future applications
* Complete Designated Teacher (ePEP’s) for Children Looked After reports and attend briefings keeping annually updated with the Virtual School
* Lead on Families First Assessments
* Apply for relevant funding for individual children
* Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the head teacher on the level of resources required to maximise achievement
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN
* Develop partnerships with parents to ensure that a child centred approach, as outlined in the SEN code of practice, is at the heart of all decisions made
* Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately

**Teaching and learning to:**

* Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN
* Collect and interpret specialist assessment data on SEN to inform practice
* Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN
* Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN
* Work with all staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, Provision Maps, PSP, - keeping accurate records
* Collect and interpret specialist assessment data to inform practice
* Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with teachers, teaching assistants, parents and external agencies
* Work with head teacher, teachers, key stage leads and teaching assistants to ensure all pupils’ learning is of equal importance and that there are high and realistic expectations of pupils

**Leading and managing Staff to:**

* Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEN
* Complete mental health lead training and disseminate to staff
* Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision and outcomes
* Advise and contribute to all aspects of SEN training to ensure the professional development of staff

**Parents, the community and extended schools to:**

* Play a full part in the life of the school community
* Work with parents and families who have a child with SEN offering support and guidance
* Encourage parents to participate in the life of the school in a variety of ways

**Managing own performance and development:**

* Demonstrate resilience and resourcefulness
* Take responsibility for own professional development
* Participate in the school’s appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
* Think creatively and imaginatively to anticipate and solve problems and identify opportunities

**Use of Resources to:**

* Identify appropriate resources to promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely
* Oversee and monitor appropriate budget allocations in liaison with the Headteacher

**Additional responsibilities and general requirements to:**

* Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
* Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
* Have a working knowledge of teachers’ professional duties and legal liabilities
* Operate within the stated policies, practices and ethos of the school
* Establish effective working relationships and set a good example through own presentation and personal and professional conduct
* Endeavour to give every child the opportunity to reach their potential and meet high expectations
* Take responsibility for own professional development and duties in relation to school policies and practices
* Contribute to the corporate life of the school through effective partnership in meetings and management systems necessary to coordinate the management of the school

**POST THRESHOLD TEACHERS (Upper Pay Spine)**

Post-threshold teachers are required to demonstrate **substantial** and **sustained** achievements and contribution to the school.

In addition, those teachers aspiring to progress from UPS2 to UPS3 or who hold a UPS3 post should demonstrate qualities that reflect the following guidance:

*‘UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to promote pupils’ learning’.*

This job description is subject to review at least annually as part of the Performance Appraisal process.

Signed: …………………………… ……………………. …………

Teacher Headteacher Date

(Updated October 2024)