



**Special Educational Needs and Disability Coordinator (SENDCo)**  
**Job Description & Person Specification**  
**February 2021**

<b>Responsible to:</b>	Deputy Head (Tracking and Transition)
<b>Job Overview</b>	<p>The SENDCO, under the direction of the Deputy Head (Tracking and Transition), will:</p> <ul style="list-style-type: none"> <li>● Determine the strategic development of the special educational needs and disability (SEND) policy, practice and provision across the school, which includes Early Years based on a separate site.</li> <li>● Attune provision across the school to be specifically aware of children who are ‘Twice Exceptional’.</li> <li>● Be passionate about children’s education and demonstrate a secure knowledge of child development.</li> <li>● Organise staff to deliver expert intervention programmes.</li> <li>● Monitor and be accountable for the impact of provision.</li> <li>● Organise and run a yearly calendar of SEND provision, including annual reviews.</li> <li>● Be responsible for day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEND.</li> <li>● Provide professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>● Have specific responsibility for Early Identification and Intervention</li> </ul>
<b>Duties and Responsibilities</b>	<p><b>Strategic development of SEND policy and provision</b></p> <ul style="list-style-type: none"> <li>● Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice.</li> <li>● Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision and ensuring that it aligns to all statutory guidance.</li> <li>● Create clarity amongst staff in regard to SEND and the needs of pupils.</li> <li>● Advise on the school’s accessibility policy.</li> <li>● Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.</li> <li>● Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school development plan.</li> <li>● Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.</li> </ul>

This job description is not intended to be an exhaustive list of duties. You may also be required to undertake such other comparable duties as required from time to time.

### **Operation of the SEND policy and coordination of provision**

- To be specifically responsible for identification, referral and the management of interventions for SEND children in Nursery – Year 3.
- Maintain an accurate SEND register and provision map for the whole school.
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support and differentiation in line with any reports from external agencies.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- 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.
- Analyse and report on assessment data for pupils with SEND.
- Implement SEND support and the graduated approach of assess, plan, do, review to meet the outcomes identified for the child via the management of the specialist teachers / teaching assistants / practitioners and external agencies.
- Work with the Admissions department to review applications from pupils, including those with SEND.

### **Support for pupils with SEND**

- Identify a pupil's SEND.
- Make referrals in conjunction with parents and staff to outside agencies as required.
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Be aware of safeguarding protocols and be confident in referring any concerns to the DSL or DDSLs.
- Secure relevant services for the pupil.
- In collaboration with direct reports, have oversight of every child's education plan to ensure they are working documents and reflect, at all times, the needs of the child.
- Oversee and operate best practice in record-keeping to support a participative decision-making process.
- In necessary circumstances, progress the Education, Health and Care (EHC) plan with agencies, parents/carers and the pupil.
- Maintain, update and review EHC plans.
- Ensure parents / carers are involved throughout and that their insights inform action taken by the school.
- Ensure that when the pupil transfers to another school, all relevant information is conveyed to 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.

### **Leadership and Management**

- Work with the Head Master and governors to ensure the school meets its responsibilities under all legislation in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Governing Board is required to publish.
- Present to the Governing Board annually and/or as required on SEND.
- Contribute to the School Development Plan and whole-school policies.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff on SEND and latest legislation in that regard.
- Share procedural information, such as the school's SEND policy.

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	<ul style="list-style-type: none"> <li>● Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for pupils with SEND.</li> <li>● Lead and manage specialist teachers/teaching assistants/practitioners working with pupils with SEND.</li> <li>● Review staff performance on an ongoing basis.</li> </ul> <p><b>Training and Development</b></p> <ul style="list-style-type: none"> <li>● Regularly review own practice, and in collaboration with the relevant Head of Section or Head of Department, to set personal targets and take responsibility for own continuous professional development, ensuring the team are trained to a high standard.</li> <li>● Participate in the annual performance review process.</li> </ul> <p><b>General Requirements</b></p> <ul style="list-style-type: none"> <li>● Promote and safeguard the welfare of pupils for whom you are responsible and with whom you come into contact.</li> <li>● Maintain high professional standards of attendance, punctuality, appearance and conduct.</li> <li>● Maintain positive, courteous relations with pupils, parents and colleagues.</li> <li>● Promote the good name and reputation of the School.</li> <li>● Adhere to School policies and procedures.</li> </ul>
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<p><b>Keys Skills &amp; Knowledge:</b></p>	<ul style="list-style-type: none"> <li>● Qualified teacher status</li> <li>● National Award for SEN Coordination</li> <li>● SENDCo experience</li> <li>● Awareness of ‘Twice Exceptional’ best practice and research</li> <li>● Significant/extensive teaching experience</li> <li>● Experience of working at a whole-school level and experience of working with children with a wide range of SEND</li> <li>● Involvement in self-evaluation and development planning</li> <li>● Experience of conducting training/leading INSET</li> <li>● Experience of line managing staff</li> <li>● Sound knowledge of the SEND Code of Practice and introducing SEND initiatives</li> <li>● Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies</li> <li>● Ability to plan and evaluate interventions</li> <li>● Data analysis skills, and the ability to use data to inform provision planning</li> <li>● Effective communication and interpersonal skills</li> <li>● Ability to build effective working relationships</li> <li>● Ability to influence and negotiate</li> <li>● Good record-keeping skills</li> <li>● Excellent IT and database skills (i.e. Word, Excel, PowerPoint and Google Drive)</li> <li>● Experience of specific intervention programme experience (e.g. Toe by Toe) and the GL Assessment tool</li> </ul>
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<p><b>Personal Competencies &amp; Qualities:</b></p>	<ul style="list-style-type: none"> <li>● Enthusiastic individual possessing drive, energy and commitment, with a presence which engenders confidence and respect from pupils, colleagues and parents.</li> <li>● Ability to plan, prioritise and manage a varied workload.</li> <li>● Evidence of CPD and commitment to further professional development.</li> <li>● Team focused: shares knowledge and information with other members of staff to promote good practice.</li> <li>● Co-operative, helpful and accommodating with other team members and staff.</li> <li>● Focuses on what needs to be delivered: understands what is needed and responds promptly.</li> <li>● A proactive, 'can do' attitude to all tasks.</li> <li>● Welcomes challenges and meets them with enthusiasm.</li> <li>● Shows a flexible approach, willing to adapt and respond to priorities.</li> <li>● Seeks out additional duties and uses own initiative.</li> <li>● Good communication and persuasion skills.</li> <li>● Consistently strives to maintain a high standard of work.</li> </ul>
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<p><b>Terms &amp; Conditions</b></p>	<p><b>Hours of Work</b></p> <ul style="list-style-type: none"> <li>● Full Time: core school hours, when all academic staff are expected to be in work, are currently 8am to 4.30pm each day, plus a proportional share of pastoral and organisational duties.</li> <li>● All INSET days and the School Open Day/Celebration Day and Leavers Day.</li> <li>● Depending on the requirements of the School at any time, these hours are subject to the terms and conditions of a Contract of Employment, and to amendment by the Head Master from time to time.</li> </ul>
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<p><b>Safeguarding Children</b></p>	<p>Dulwich Prep London is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening and training appropriate to the post, including checks with past employers and the DBS.</p>
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