

## Job Description and Person Specification

### Job details

**Job title:** Special Educational Needs and Disabilities Coordinator (SENDCO)

**Grade:** LS06

**Hours:** 37 Hours per week

**Reports to:** Quality, Compliance and Learning Support Manager

**Responsible for:** SENDCO

**Directorate and Service area:** Adult Learning Service

### Purpose of the job

To work closely with students, teaching staff, parents, and external agencies to develop and implement effective strategies and support systems. To be responsible for the development of staff, service procedures and support of learners who declare a SEND need. The role should provide guidance and advice on best practice on strategic issues relating to support for SEND learners, related learner requirements, statutory frameworks and guidance, internal and external factors. |

To be responsible for the management of the Learning Support and SEND Practitioners, Learning Support Assistants and other support staff. |

To supporting the coordination of finances and learning resources allocated to the service. |

The post will lead the service approach in drawing down funding for learners and supporting external meetings in relation to learner support needs. |

To act as the Deputy Designated Safeguarding Lead.

### Principal responsibilities

1. Develop and implement the SEND policy and ensure compliance with relevant legislation and guidelines. |
2. Contribute to the overall strategic planning and development of SEND provision within the service. |
3. Oversee the identification and assessment of students with SEND, ensuring that appropriate screening and assessment tools are utilised. |
4. Work closely with teaching staff and external agencies to gather relevant information and assessments to inform support plans. |
5. Keep abreast of developments in SEND legislation, policy, and best practice, and disseminate relevant information to staff as appropriate. |
6. Provide training and support to teaching staff on topics related to SEND, including strategies for differentiation, behaviour management, and inclusive teaching practices. |
7. Liaise with curriculum staff to develop and review Individual Learning Plans (ILPs) and support plans for students with SEND, ensuring that they are tailored to meet the individual needs of each student. |

8. Where a learner declares a SEND needs during enrolment, provide basic teaching strategies to be shared with Tutor. |
9. To support and guide teachers in the development of their own teaching strategies based on 1-1 meetings with learners with recognised needs. |
10. Work with Curriculum Managers to ensure referral processes are effective, review data for curriculum area, and ensure adequate support for learners. |
11. To assess access arrangements for exams using Normal Ways of Working (NWOW) processes completed by teachers/tutors. |
12. Share NWOW outcomes with learner, exams team and teaching staff ahead of planned exams. |
13. To ensure the access arrangements for exams are managed in line with Awarding Body expectations. |
14. To lead on contact with parents/ schools to arrange information sharing when an Educational Health and Care Plan (EHCP) has been identified. |
15. Oversee the liaison with feeder schools, other organisations, referral agencies, parents and carers to ensure effective transition for SEND learners to the service. |
16. To lead on all consultations for EHCP learners and to share information with the curriculum team. Including attending Local Authority EHCP panels to support existing referrals, monitor new learner EHCP's and ensure funding agreed for EHCP's at panel reflect appropriate support costs. |
17. To lead on termly progression meetings, EHCP reviews and complete statutory paperwork |
18. Liaise with external agencies and specialists to access additional support, funding and resources for students with complex needs. |
19. Monitor the progress of students with SEND and evaluate the effectiveness of support strategies and interventions. |
20. Provide advice, guidance, and support to students with SEND to help them overcome barriers to learning and achieve their full potential. |
21. Ensure all learner records are kept in accordance with Local Authority and statutory guidelines ensuring compliance with data protection and confidentiality regulations. |
22. Monitoring MIS reports to ensure accuracy of data relating to EHCP and high needs learners. |
23. Ensure MIS has accurate auditable data to underpin Learning Support funding claims against each appropriate allocation via the ILR and contributing to the timely completion of data for key return dates. |
24. To attend all key promotion events |
25. To act as the Deputy Designated Safeguarding Lead for the Service, alongside the Quality, Compliance and Learning Support Manager, providing support and guidance to others within the service. |
26. Line manage the Learning Support and SEND Practitioners and other Learning Support Assistants, including specialist support staff (e.g. BSL support), to include staff recruitment, induction process, performance, and review plus timetabling in accordance with service policies and procedures. |

## **General responsibilities applicable to all jobs**

1. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
2. Comply with the Council's policies and procedures including (but not limited to) safeguarding, financial regulations, promotion of equalities, customer care, agreed audit actions and health and safety (ensuring that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons).
3. Understand the councils commitment to Corporate Parenting and take responsibility to support this commitment. Enable the council to be the best corporate parents possible to children and young people in our current and previous care.
4. Carry out any other duties which fall within the broad spirit, scope and purpose of this job description and which are commensurate with the grade of the post.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

### **Special features of the post**

**If a DBS Disclosure is required for the role, include the following clause .**

This post requires satisfactory clearance of a Disclosure and Barring Service disclosure.

**If there are any other special features of the job that need to be in the job description, please indicate them here.**

## Person Specification

Attributes	Essential criteria	Desirable criteria
Education, Qualifications and Training	<p>Formal Post Graduate SENDCO qualification or commitment to achieve within a set timescale. █</p> <p>█</p> <p>Qualified Teacher Status (QTS), Qualified Teaching and Learning Status (QTLS) or equivalent teaching qualification. █</p> <p>█</p> <p>Evidence of recently undertaken professional development and subsequent practical application and impact. █</p> <p>█</p> <p>Hold a Level 2 qualification in English, Maths or equivalent. █</p> <p>█</p> <p>Hold a Lv2 qualification in ICT or equivalent, or a willingness to work towards. █</p>	<p>Recognised qualification in Learning Disabilities or Challenging Behaviour (NVQ/QCF Level 3 or higher), or equivalent experience. █</p>
Experience and Knowledge	<p>Knowledge of key current curriculum developments within FE and in particular additional learning support. █</p> <p>█</p> <p>Experience of managing or coordinating the delivery of additional learning support within a similar organisation. █</p> <p>█</p> <p>Experience and understanding of good practice of supporting learners with additional learning needs. █</p> <p>█</p> <p>Proven ability to work in an educational setting with students with learning difficulties and/or disabilities, preferably in a Post 16 environment. █</p>	<p>Experienced in working with students with EHCPs, chairing Annual Reviews and completing EHCP consultations. █</p>

Attributes	Essential criteria	Desirable criteria
	<p>Experienced in delivering engaging and interactive support and training sessions for staff and students.</p> <p>Experience of leading safeguarding processes within an educational setting.</p> <p>Experience and understanding of the issues related to Additional Learning Support.</p> <p>Experienced in establishing effective working relationships at all levels and with external agencies.</p>	
Ability and Skills	<p>Able to write concise reports, support plans, annual reviews and keep up to date records.</p> <p>Strong organisational skills with an ability to manage a varied workload and meet deadlines.</p> <p>High level literacy, numeracy and ICT skills with the ability to use a variety of computer packages.</p> <p>Excellent communication skills including the ability to give and receive information / advice effectively to a wide range of audiences.</p> <p>Proven ability to analyse difficult situations, identify / recommend constructive solutions and implement them effectively.</p> <p>Can demonstrate a commitment to</p>	<p>Able to demonstrate experience of managing and motivating teams to achieve excellent outcomes for students.</p>

Attributes	Essential criteria	Desirable criteria
Equal Opportunities	Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs.	
Additional Factors	Ability to travel freely as operationally required between locations in North and West Northamptonshire.	