



SENDCo and Looked After Children (LAC) Designated Teacher

Job Description

Spring 2024

3 days a week (0.6 F.T.E)

A person appointed as SENDCo and Looked after Children Designated Teacher in a school shall play a significant role under the overall direction of the Head and Deputy Head in leadership and management: The aim of this is that the school's provision for children with SEN and D and those that are Looked After becomes outstanding and they support the school in achieving this in all areas. Thus, the job purpose can be summarised as:

- To take responsibility for SEND and provision for children that are Looked After, so that all children are helped to learn, achieve and participate fully in the life of the school.
- To take day-to-day responsibility for the operation of the SEN and D policy and co-ordination of the provision made for pupils with SEN, working closely with staff, parents, carers, and other agencies.
- To take responsibility for the strategic leadership, monitoring and evaluation of provision for children that are Looked After
- To take account of the strategic development of the principles of SEND across the school.
- To lead the self-evaluation and improvement planning for children with SEN and D.

In addition to the specific requirements of the post of classroom teacher the particular duties expected of the post holder include but are not limited to those set out below:

Specific Management Duties

1. To oversee the day-to-day operation of the school's SEN and D policy
2. To co-ordinate the provision for children with Special Educational Needs and who have disabilities.
3. To oversee the records of all children with special educational needs.
4. To maintain up-to-date lists of children within the Inclusion Groups and record evidence of their achievement, at least termly.
5. To organise review meetings and assessment processes related to the revised SEN code of practice.
6. To liaise with parents of children with special educational needs.
7. To liaise with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies
8. To understand the requirements of the General Data Protection Regulations (GDPR) and the importance of confidentiality
9. Arrange for all school agreed timescales to be met for children with SEND. For example, in relation to displays, reports and one plan meetings.
10. Arrange at least one SEND workshop per term for parents.
11. Support specific trips and experiences aimed primarily for children with SEND.
12. Be a 'presence' around the school through, but not limited to:
 - a. Being outside at breaktime and lunchtime, as needed.
 - b. Proactively supporting supervision of children at times when additional supervision maybe required, for example, during wet play and dinner times and during 'events' and experience days.
13. With the Deputy Headteacher and School Business Manager, ensure that all SEND based classes, groups etc have appropriate supervision.
14. Organise rotas and timetables as necessary.



15. Ensure all new SEND staff undertake the school's induction process and that this is recorded.
16. Support teachers in undertaking all statutory and non-statutory assessments, for children with SEND and PPG.
17. To hold to account parents for ensuring their children wear school uniform and to ensure colleagues, for example Learning Mentor, do the same.
18. Arrange for all SEND focused learning areas (classrooms, learning hubs, corridor learning areas etc) reflect the school's policies and effective practice. For example, for SEN learning hubs to have all resources, be well organised and presented by the time interventions start each term and then ongoing.
19. Writing annual SEND reports to meet statutory timescales and those set by governors and more senior colleagues.
20. Produce personalised curriculums and learning programmes for SEND children, as necessary, and see that these are implemented to good effect.
21. To attend cluster meetings.
22. Fulfil all duties associated with being the Designated Teacher for Looked After Children, including:
 - a. Monitoring and evaluating provision
 - b. Completing Personal Educational Plans (PEPs) within the time framework set by Essex County Council's Virtual School
 - c. Completing PEPs so that they are RAG rated as green, by Essex County Council's Virtual School
 - d. Liaising with external agencies including by Essex County Council's Virtual School and social care.
23. To keep abreast of developments through continuous professional development without allowing time spent on this to detract from other aspects of the role.

Specific Leadership Duties

1. To be accountable for the strategic development and leadership of SEND; developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances.
2. To write and regularly review, the school's Inclusion and SEND policies, and related reports and documents
3. Undertake effective performance management for staff, as directed by the Head. For example, learning mentor.
4. Support the effective performance management for staff, as directed by the Head. For example, LSAs that work with EHCP children and that have other SEND aspects to their role.
5. To support the Head and Deputy Headteacher with the performance management of any colleague that has informal or formal monitoring and/or capability procedures.
6. To, at least termly, analyse SEND performance data for:
 - a. Reading
 - b. Writing
 - c. Mathematics
 - d. and, in KS 1, phonics
 - e. Boys/Girls



- f. Pupil Premium
- g. Ethnicity
7. Use analysis of performance data to:
 - a. Identify those children on track/not on track to make expected progress.
 - b. Identify children most capable of accelerated progress.
 - c. Identify attainment and possible attainment of children.
8. In collaboration with the Deputy Headteacher and Phase Leads, plan and implement teaching, including through interventions and personalised curriculum groups, which ensures all SEND children make at least expected progress and those that enter the KS with low progress and/or attainment, make steps to diminish this difference to their peers. This to include playing the key role in planning for personalised curriculum groups.
9. Lead the teaching of children with SEND so that it is of a consistently high quality and consistent in its approach.
10. To liaise with and advise fellow teachers.
11. To deliver in-service training to school staff as appropriate
12. To write an Improvement/Priority plan each year and term, evaluating its impact at least termly and reporting on this to the Headteacher and Deputy Headteacher.
13. To meet with and report to the Local School Board, as members require it to take place.
14. In coordination with other leaders, to monitor and evaluate the quality of learning and teaching.
15. In coordination with other leaders, moderate teacher assessment.
16. Attend and fully participate in all Senior Leadership Team Meetings, invited to, applying the concept of collective responsibility.
17. Model the positive application of all school policies and procedures through, for example, positive body language and talk in meetings and the staff room.
18. Lead SEND focused meetings so that they each meeting is purposeful and secures improvement to provision.
19. To be accountable for the strategic development and leadership of the schools' provision for Looked After Children; developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances.
20. Lead School Improvement Meetings, as directed by the Headteacher and/or Deputy Headteacher
21. To be an active member of the safeguarding team, under the direction of the Deputy Headteacher and Headteacher.

Administration

- participating in administrative and organisational tasks related to such duties as are required to fulfil their role.

The trust and local governance board are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.



**Person specification for
 SENDco and LAC Designated Teacher**

Essential Qualification	A DFE recognised teaching qualification National award for SEN coordination – if this has not been achieved then it must be so within three years of commencing the role.
Experience	A successful primary practitioner, with experience of working within at least one school. Have experience of being an effective SENCo or Inclusion Manager Have experience of line managing others Have experience of using assessment for learning as a basis for effective teaching and for tracking the progress of children. Have experience of working with LAC.
Knowledge, Skills and Understanding	Has a good knowledge and understanding of the factors that lead to improvement in achievement levels for individuals with SEN and of best practice in special educational needs teaching Has a good knowledge and understanding of the factors that led to improvement in achievement levels of named groups of children, including children supported by the Pupil Premium Grant. Has a good understanding of the Special Educational Needs Code of Practice Engages in continuous development activities, thus responding to constant changes and developments in special educational needs teaching. The ability to effectively plan, prepare and assess in all areas of the curriculum and for all children. Have the skills, knowledge, and desire to use IT in planning and across the curriculum. A secure, working knowledge, of The National Curriculum, EYFS and locally agreed RE syllabus. Have effective classroom management. Be able to implement our whole school approach to learning and teaching. Able to involve parents in the education of their children and in the life of the school generally. An understanding of equal opportunity issues and how they affect all aspects of school life
Communication Skills	Ability to communicate clearly orally and in writing with children, parents, colleagues, governors and other agencies as necessary. Shows consideration, concern and respect for other people’s feelings and opinion, is a good listener and displays ‘empathy’ Co-operates and works well with others in the pursuit of team goals, sharing information and supporting others Effective line-management



Self Management	<p>Be able to meet deadlines Be able to work to challenging professional goals Take responsibility for one’s own professional development Have high levels of resilience</p>
Leadership	<p>An understanding of how to raise standards of teaching and learning across whole school in relation to children with SEND . Ability to analyse, interpret and understand relevant information Be able to demonstrate good judgement</p>
Attributes	<p>Displays a high level of personal drive and energy, and shares a capacity for sustained effort and improvement Works creatively, coming up with new ideas and collaborating with others to identify fresh approaches Is adaptable and receptive to new ideas Influences the attitudes and opinions of others gaining their agreement through persuasion to idea, proposals and course of action Takes responsibility for own development A commitment to an inclusive classroom A commitment and ability to reflect on current practice, your own and the schools, and develop it in order to raise standards Willingness to extend children’s learning through extra curricular activities and other learning outside of the classroom. Be open-minded, adaptable and flexible Have energy, vigour, perseverance and a sense of humour Have a high level of commitment to the school and its continuing development Be reliable, trustworthy and have integrity Have a satisfactory health record Be a team player Enjoy humour, chocolates and chips!</p>

