**Job Description and Person Specification**

**SEN Coordinator**

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| **Job details** | |
| **Job title** | **SEN Coordinator** |
| **School** | **Reffley Academy** |
| **Responsible to** | **Responsible to the Headteacher** |
| **Effective date** | **September 2024** |

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| **Role and context** |
| **Job purpose** |
| Under the direction of the headteacher, determine the strategic development of special educational needs (SEN) policy and provision in the school. Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability. Provide professional guidance to colleagues, working closely with staff, parents and other agencies |

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| **Principal Accountabilities** |
| **Accountability**   * Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct * Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability. * Have a strategic overview of provision for pupils with SEN or a disability across the academy, monitoring and reviewing the quality of provision. * Contribute to academy self-evaluation, particularly with respect to provision for pupils with SEN or a disability. * Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP). * Maintain up-to-date knowledge of national and local initiatives that may affect the academy’s policy and practice. * Maintain an accurate SEND register and provision map. * Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support. * Analyse assessment data for pupils with SEN or a disability. * 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, the Local Authority and other external agencies. * Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.   **Support to pupils**   * Identify a pupil’s SEN. * Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness * Evaluate their effectiveness of SEN interventions and provision. * Secure relevant services for the pupil. * Ensure records are maintained and kept up to date. * Review the education, health and care plan (EHCP) with parents or carers and the pupil. * Communicate regularly with parents or carers. * Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil. |

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| **Person specification** | |
| **Essential** | **Desirable** |
| **Qualifications and Experience** | |
| * Qualified teacher status * National Award for SEN Coordination, or a willingness to complete it within 2 years of appointment * Degree level qualification * Willingness to undertake CPD * Previous experience working in a school | * Relevant postgraduate professional qualification * Previous experience working in partnership with parents * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET |
| **Person specification** | |
| **Skills/knowledge** | |
| * Sound knowledge of the SEND Code of Practice * Understanding of what makes ‘Quality first’ teaching, and of effective intervention strategies * Ability to plan and evaluate interventions * Data analysis skills and the ability to use data to inform provision planning * Ability to build effective working relationships * Effective communication and interpersonal skills | * Experience working as part of a team * First aid skills * An understanding of the importance of parental involvement * Experience working with children who speak English as an additional language * Good record-keeping skills * Ability to influence and negotiate |

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| **Person specification** | |
| **Personal Qualities** | |
| * Committed to getting the best outcomes for pupils and promoting the ethos and values of the Trust * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality | * Self-confidence * Ability to relate well to other professionals * A flexible approach * Good sense of humour |