**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
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| **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
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