

## Job Description

### Assistant Principal – SENDCO and Inclusion

#### Job Details

**Job title:** Assistant Principal - Special educational needs & disability co-ordinator (SENDCO) and Inclusion

**Contract type:** Full Time; Permanent; Leadership Pay Range L1 to L6

**Reporting to:** Principal

**Responsible for:** SEND Team

#### Main Purpose

The SENDCO, under the direction of the Principal, will:

- 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 students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

#### Duties and Responsibilities

##### Strategic development of SEN policy and provision

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

##### Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability
- Contribute to discussions regarding use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer

- 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 assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

### **Support for students with SEN or a disability**

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability

### **Safeguarding**

- Be the Designated Safeguarding Lead (DSL) for the school
- Effectively meet all school, local and national expectations for a DSL
- Liaise with local Safeguarding agencies
- Ensure effective Safeguarding procedures are in place
- Monitor the effectiveness of Safeguarding procedures in school
- Make strategic decisions about the approach to Safeguarding
- Ensure all staff are well-trained and receive regular updates / CPD on Safeguarding
- Provide reports to the governing body on Safeguarding when required

### **Attendance**

- Be the strategic leader for attendance at the school
- Embed an effective strategic approach to maintaining and raising attendance
- Ensure effective procedures are in place
- Monitor the effectiveness of procedures and instill consistency
- Liaise with local Safeguarding agencies, students and their families
- Make strategic decisions about the approach to attendance
- Provide reports to the governing body on attendance when required

## Leadership and management

- Work with the Principal, SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability
- Lead and manage teaching assistants working with students with SEN or a disability
- Lead staff appraisals
- Review staff performance on an ongoing basis

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal / line manager.