



**Job Title:** Special Educational Needs & Disability  
Co-ordinator

**Responsibility Points:** TLR 1a

**Responsible to:** Deputy Headteacher

### **Purpose of the role**

To provide effective leadership and management of the SEND provision across Saltash Community School. This role involves the management of staff, data, budget, and is combined with a prominent teaching, advisory and leadership role within the school.

### **Key deliverables within the role**

- 1 To line-manage the ARB Manager and Assistant SENDCos, including oversight of Education Health Care Plans (EHCPs) and annual reviews.
- 2 To lead on all strategies and operational aspects of Special Educational Needs and Disabilities, including leading annual reviews, liaising with parents, analysis of data, formulating interventions, quality assurance of SEND provision and providing support and CPD for teachers.
- 3 To line-manage the team of Learning Support Assistants.
- 4 To manage the SEND budget and providing an annual report to Governors.
- 5 To undertake the appraisal of LSAs (Learning Support Assistants) and other members of the SEND team as directed by the Headteacher.
- 6 To teach in the mainstream setting as required, and to act as a role model in this regard.

- 7 To act in an advisory role to the Headteacher on all aspects of SEND across the school.
- 8 To undertake quality assurance monitoring of mainstream teaching with regard to SEND students.
- 9 To ensure that all appropriate staff receive the Record of Need, are familiar with the SEND policy and refer students in need of assessment regarding possible special educational provision.
- 10 To liaise with all Department Heads in order to effectively deliver the Special Educational Needs service, and to ensure that all students make progress in accordance with their CSPs/Action Plans/IEPs.
- 11 To prepare and facilitate SEND review meetings (in conjunction with the Assistant SENDCo) and co-ordinate the writing of reports and action planning from these meetings.
- 12 To supervise and sign off all review meeting documentation for students with SEND.
- 13 To maintain the SEND record of need and implement the procedures required by the current Code of Practice.
- 14 To co-ordinate the transition work for all Year six students who have SEND and for all students moving on at the end of their time at Saltash Community School who have an ongoing SEND.
- 15 To work with other staff in co-ordinating services, such as Educational Psychology Service, Careers South West, Student Support Service, Dyslexia Service, ASD team etc.
- 16 To assist the governing body to discharge their statutory responsibilities in relation to students with SEND and to keep them well informed as to the implementation of the SEND policy. The annual report on the SEND provision should be produced by the SENDCo and presented to the Governors.
- 17 To work and conduct themselves in line with the teachers' standards.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Compiled by: Saltash Community School	Date: April 2025
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## **Person Specification: SENDCo**

### **Essential**

- Experience at Qualified Teacher Status;
- Post Qualification additional training/or equivalent in special education or management or desire to undertake an appropriate qualification;
- Experience of teaching students with special educational needs;
- Detailed knowledge of inclusive approaches for students with the full range of special educational needs;
- Ability to effectively develop and manage the SEND Department through innovative leadership, effective management and exemplary practice;
- Ability to relate to a variety of stakeholders relevant to the postholder's functions, e.g. local authorities, parents and other professional agencies;
- Ability to work within and/or relating to multi-professional teams;
- Knowledge of the Disability Discrimination Act and its impact on the learning environment;
- Excellent communication skills, verbally and in writing;
- Evidence of interest in children as individuals, in how they learn, and commitment to the comprehensive ideal, the principles and practice of equal opportunities and of mixed attainment teaching;
- Evidence of a belief in the importance of effective team work and a collaborative approach, and being able to guide supportive working relationships with colleagues both within and outside the department.

### **Desirable**

- Experience of budget management and setting;
- Experience of developing new services;
- Experience of mentoring, supervising and supporting staff teams;

- Evidence of commitment to development of training for staff;
- Experience of integration with mainstream schools/services.