

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

<p><u>Knowledge & Understanding</u></p> <p>Have knowledge and understanding of:</p> <ul style="list-style-type: none"> The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupils achievement and promoting the spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN; How information and communication technology can be used to help pupil gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN; Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without; The requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer; How to contribute to the professional development of other staff in relation to pupil with SEN; including how to recognise and deal with stereotyping in relation to disability or race; The purpose of individual education plans, including leading their formulation and planning their implementation and review. 	<p><u>Relations with Parents & Wider Community</u></p> <ul style="list-style-type: none"> Develop and maintain effective partnerships between parents and the school's staff so as to promote pupil learning; communicate effectively; providing information to parents about targets, achievements and progress. Development effective liaison with external agencies in order to provide maximum support for pupils with SEN.
<p><u>Planning & Setting Expectations</u></p> <ul style="list-style-type: none"> Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods. Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN. 	<p><u>Managing Own Performance & Development</u></p> <ul style="list-style-type: none"> Chair reviews, case conferences and meeting effectively. Judge when to make decisions, and when to consult with others including external agencies. Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues. Take responsibility for their own professional development.
<p><u>Teaching & Managing Pupil Learning</u></p> <ul style="list-style-type: none"> Identify and disseminate the most effective teaching approaches for pupils with SEN. Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupil with SEN. Support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum. Identify and develop study skills to support pupils in their ability to work independently and learn more effectively. Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer. 	<p><u>Managing & Developing Staff & Other Adults</u></p> <ul style="list-style-type: none"> Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN. Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement. Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction. Support staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens. Support staff in developing constructive working relationships.
<p><u>Assessment & Evaluation</u></p> <ul style="list-style-type: none"> Collect and interpret specialist assessment data gathered on pupils and use it to inform practice. Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to school's SEN policy. Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review. 	<p><u>Managing Resources</u></p> <ul style="list-style-type: none"> Establish staff resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team the governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money. Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise. Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of source inside and outside the school.
<p><u>Pupil Achievement</u></p> <ul style="list-style-type: none"> Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement. Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement. Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN. 	<p><u>Strategic Leadership</u></p> <ul style="list-style-type: none"> Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils the opportunities, responsibilities and experiences of adult life. Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinates, monitored, evaluated and reviewed. Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.

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