

Role: SENDCO – Associate Assistant Headteacher

Corporate Responsibilities:

- Deliver the highest standards of teaching as a talented practitioner, fully committed to raising attainment and supporting pupils to achieve top 10% outcomes in a remarkable learning environment.
- Uphold and fulfil professional duties and responsibilities in line with the current School Teachers Pay and Conditions Document and Teacher Standards
- Fulfil expectations of a Leader as set out in the Trust School Contract, Scheme of Delegation, Local School Committee and the Meeting Arrangements Calendar (MAC)
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Executive Headteacher

This role involves engaging with students in regulated activity relevant to children.

Key Duties and Responsibilities:

- To shape the strategic vision for SEND and Self Evaluation process which identifies appropriate priorities, targets and interventions to ensure that students with SEND needs achieve high standards, make progress, are safe and enjoy their learning and work
- Lead and develop the SEND provision to ensure that all SEND pupils make accelerated progress in their learning, prime areas of need including the Resource Provision, the complementary curriculum for KS3 and KS4 and the Wellbeing centre
- Lead specific areas of need (Cognition and learning, SEMH, Sensory or physical, SPLD)
- To ensure the curriculum for SEND students is matched to the learning needs of the students and is aligned to Trust expectations through working with other members of the senior leadership team
- Be a highly visible around school
- Responsible for the effective day-to-day operation of the SEND policy and implementation of the SEND Code of Practice.
- To track the progress of SEND students, proactively identify and implement timely and impactful intervention
- To be a member of the Leadership Team and contribute to the strategic development and direction of the school in line with the Improvement Plan
- Have strategic responsibility for SEND funding; ensuring this is sufficiently and timely applied to students' needs and expenditure is in accordance with funding requirements, while offering best value for money for the school
- Collaborate with colleagues and leaders to determine the strategic development of SEND policy and provision and impact of interventions
- Work with the school's Local School Committee and the Headteacher to ensure that the school meets responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Follow the principles and process for alignment to the Trust Contract for SEND and adhere to and use the content agreed to in the SEND Manual
- Be the relevant, designated teacher where a looked after pupil has SEND

- Line manage and lead on recruitment, induction, and appraisal of designated staff, providing effective communication, training, and mentoring to enable staff to carry out duties
- Carry out assessments of pupils with SEND to identify needs and monitor progress including observations in the classroom and meeting with teachers and parents
- Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a child may have a special educational need which will require significant support.
- Develop and coordinate the provision for children with SEND, including those with EHC plans.
- Ensure children with EHCP's are receiving their legal entitlement, including the minimum of an annual review
- Respond to consultations from the Local Authority, as and when they arrive.
- Devise and promote plans to ensure the needs of pupils are met and ensure timely evaluation and review of all intervention and plans.
- Carry out referrals as required to support services and outside agencies where it is suspected that a student may have a need requiring significant support.
- Ensure, as far as possible, that pupils with SEND take part in all activities, together with those who do not have SEND.
- Produce / contribute to an Information Report on the implementation of the SEND Policy and arrangements for children with disabilities including an Accessibility Plan
- Devise and implement the schools graduated approach to providing SEND support
- Maintain an accurate SEND register and ensure that records of all pupils with SEND are up to date and shared appropriately
- Be familiar with the provision in the Local Offer and work with professionals, providing a supporting role to the family
- Inform and support the parents/ carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan
- Develop constructive working relationships and communicate with stakeholders including parents/carers, external agencies, and organisations such as early years providers, schools, educational psychologists, health and social care professionals, and independent or voluntary bodies / charities.
- Be a key point of contact with external agencies, especially the LA and LA support services and attend review meetings as required.
- Liaise with the preceding setting and potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Identify needs and provide staff with appropriate professional guidance, training, learning resources and techniques to support the learning and assessment of SEND pupils
- Identify any patterns in the identification of SEND and in comparison, with Trust and national data
- Maintain an up-to-date knowledge of national and local initiatives which may affect policy and practice
- Advise on the deployment of the school's delegated budget and other resources including staff deployment to meet pupils' needs in accordance with funding requirements
- Lead / attend meetings and undertake duties as required in line with Trust and school calendar, sharing expertise and supporting others
- Contribute to school improvement planning, support the life of the school and work within the overall aims and objectives of the school
- Maintain accurate records using relevant systems in line with policies and records management procedures

Professional development:

<ul style="list-style-type: none"> • Ensure the professional development of the SEND team through facilitating and running regular training • Provide coaching and feedback to the SEND team • Identify and lead whole school professional development on SEND • Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today • Establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge in teaching and SEND role • Seek feedback and act on it to improve performance within and beyond formal appraisal and coaching opportunities • Actively engage in the school coaching offer and appraisal process • Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD). 	
We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.	
The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	January 2023

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness

Person Specification

Role:	SENDCO		
	Requirements	Essential Desirable	Identified
Qualifications / Training	<ul style="list-style-type: none"> A good honours degree in relevant subject Qualified Teacher Status National award for SENDCO or willing to work towards Evidence of relevant CPD activities 	E E D E	Application
Experience	<ul style="list-style-type: none"> Recent and relevant successful teaching experience / ability Experience of leading whole school initiative with impact on standards Awareness of Multi-Academy Trusts 	E D	Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Proven ability as an excellent classroom practitioner and commitment to outstanding teaching Excellent knowledge of the National Curriculum Excellent knowledge of statutory duties in relation to SEND and equality Ability to motivate and inspire children to learn Ability to set and deliver high standards of behaviour for learning An understanding of the need to reduce the gap between those who are disadvantaged and those who are not. Ability to establish and maintain positive relationships with pupils and staff Commitment to collaborative planning and ability to lead and work in a team. Knowledge and understanding of wider issues in education Knowledge of a range of strategies to raise attainment An understanding of how to use data to raise standards 	E E E E E E D D D D	Application Interview
Character / Values	<ul style="list-style-type: none"> High commitment to safeguarding and promoting the welfare of children A passion for education and a deep-felt desire to make a difference for young people 	E E	Application Interview

	<ul style="list-style-type: none"> • Commitment to the Trust agenda for inclusion, diversity and equality • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' • Emotionally intelligent: know when to direct and when to challenge • Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example • Understand the importance of work/ life balance • Resilient, flexible and hardworking • Interest in the Trust's wider role in the community 	E E E E E D	
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • Flexible to support out of hours activity on occasion 	E E E	References Interview