



Job Description

Location: Brookfield Community School, Chatsworth Road, Chesterfield

Salary: The Redhill Academy Trust Pay Scale, L8 – L12

Contract: Full time, Permanent

Responsible to: Headteacher

Responsible for: Assistant SENDCO/Teaching Assistants

Main Purpose:

The SENDCO, under the direction of the Deputy Headteacher, 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.
- To ensure all students are able to reach their full potential to reflect the growing SEND needs.
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

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.
- 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 school's policy and practice.
- Monitor funding streams and evaluate whether funding is being used effectively, and suggest changes to make sure of funding more effectively.

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

- Maintain an accurate SEND register and GRIDS for Learning/IEPS.
- Manage the specialist access within school to ensure access arrangements are accurate and develop a robust provision mapping system.
- Provide guidance to colleagues on teaching students with SEN or a disability and advise on the graduated approach to SEN support.
- Advise on the 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, primary feeder schools, 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.
- Co-ordinate a cycle of regular review meetings with parents of children with SEN.
- Access the Derbyshire EHC Hub working closely with the allocated case worker.

Support for students with SEN or a disability:

- Identify a student's SEND and implement the APDR model.
- 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/carers and the student.
- Communicate regularly with parents/carers.
- Ensure if the student transfers to another school/college that 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 a SEN or a disability.
- Attend and contribute to student support meetings.

Leadership and Management:

- Ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the Local Academy Board is required to publish.
- Contribute to the SIP and whole school policy.
- Identify training needs for staff and how to meet those 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.
- Manage the specialist assessor within school to ensure access arrangements are accurate.

Other areas of responsibility:

As a member of the school's Senior Leadership Team (SLT) you will:

- Have an agreed teaching commitment.
- Undertake other duties to support the ethos of the school to include SLT duties and on call.
- 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.
- This role involves daily contact and regulated activity with children.

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 post holder maybe required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Notes:

This job description may be amended at any time in consultation with the post holder.

General:

- Attendance at staff meetings and INSET activities where relevant
- Assist with the supervision of students outside the classroom, including lunchtime duty
- To uphold and actively support the school's policies and procedures
- Undertake any other duties which might be reasonably regarded as within the responsibilities of the post, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms.

This role involves working in regulated activity with children and an Enhanced DBS clearance is required for this position.



	Essential	Desirable
Qualifications and Training	▪ Degree ▪ Qualified teacher status ▪ Commitment to achieving the National SENDCO Award	▪ Hold the National SENDCO Award as outlined in paragraph 6.85 of the SEND Code of Practice or willing to work towards the national qualification. ▪ Training in specific areas of SEN.
Experience	▪ A track record of outstanding teaching and outcomes. ▪ Experience of working at whole school level ▪ Involvement in self-evaluation and development planning. ▪ Experience of conducting training/leading INSET. ▪ Successful leadership of teams. ▪ Experience of multi-agency working. ▪ Have experience of successfully working with parents/carers of children with complex needs. ▪ Experience of using the EHC Hub.	▪ Experience and successful SENDCO. ▪ Experience of inclusion funding, bid writing and EHCP assessments. ▪ Experience of implementing access arrangements. ▪ Experience of working within ISAS
Skills and 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. ▪ High levels of skills in IT. ▪ Data analysis skills and the ability to use data to inform provision planning. ▪ Effective communication and interpersonal skills. ▪ Ability to build effective working relationships. ▪ Ability to influence and negotiate. ▪ Good record keeping skills.	

Personal Qualities	▪ Commitment to getting the best outcomes for students and promoting the ethos and values of the school. ▪ Commitment to equal opportunities and securing good outcomes for students 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. ▪ Reliable and acts with integrity.	
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