



Job Description

POST TITLE	Director of Learning Support and Inclusion (SENDCo)
Purpose/Context Statement:	The Director of Learning Support and Inclusion will provide strategic leadership to a team of staff committed to achieving the best outcomes for all students regardless of their barriers to learning. The post holder will take responsibility for the progress of vulnerable learners and especially those with SEND. The Director of Learning Support and Inclusion will demonstrate a passion and enthusiasm for learning, providing advice, training and support for teaching staff to ensure that all students receive quality first teaching. An essential part of this role is the effective liaison with staff, parents and outside agencies to fulfil the statutory requirements of the SENDCo. The Director of Learning Support and Inclusion will contribute to Raising Standards Meetings, act as SEND advisor to the Leadership Team and provide line management for the Deputy SENDCo, Inclusion Manager (MAB Lead) and a number of Learning Support Practitioners.
Reporting to:	Assistant Headteacher (Pastoral)
Responsible for:	The Inclusion Team
Principal Contacts:	School staff, governors, outside agencies, parents and students
Working Time:	Full Time
Salary/Grade:	L10
Disclosure level:	Enhanced
Key Responsibilities	
Leadership and Management:	<ul style="list-style-type: none"> Take the strategic lead for SEND policy development and ensure processes and practices are in place to deliver it Be responsible for the implementation of EHCPs, Individual Provision Maps and the outcomes of annual reviews, target setting, monitoring, assessment and diagnostic testing etc Lead the team to effectively support the needs of individual and groups of students Develop and implement a Departmental Improvement Plan reflecting the School Development Plan targets Manage the delivery of high-quality interventions Manage and monitor the education of students with SEND engaged in alternative provision including quality assurance and visits to placements Manage the Access Arrangements process to ensure all students are appropriately supported in examinations
Liaison:	<ul style="list-style-type: none"> Liaise with teaching staff to support in the delivery of quality first teaching Liaise with parents and carers in providing appropriate support for learning including the EHCP process Liaise with outside agencies, the LA, Educational Psychologists and specialist teachers etc. Attend all Parents' Evenings to provide face to face support for parents

	<ul style="list-style-type: none"> • Liaise with other SENCOs within the trust and local schools to ensure smooth transition for students joining the school and to enhance the quality of opportunity for all students across the trust;
Staff development/Performance Management:	<ul style="list-style-type: none"> • Provide induction and performance management for staff within the team • Share good practice and promote collaborative teamwork to motivate and inspire colleagues • Lead staff training in SEND as appropriate
Management Information:	<ul style="list-style-type: none"> • To identify and take appropriate action on issues arising from analysis of data, systems and reports • To provide reports to Leadership Team, Governors and other stakeholders as appropriate
Communications:	<ul style="list-style-type: none"> • Communicate the vision for SEND support to all stakeholders • Ensure all staff are aware of the support provided for students within the department and across the school • Communicate effectively and positively with all stakeholders
Management of Resources:	<ul style="list-style-type: none"> • Strategically plan and manage the costs of external provision for students e.g. specialist assessments, alternative curriculum etc • Manage the department budget for teaching and learning resources
Student Welfare:	<ul style="list-style-type: none"> • Work collaboratively with the pastoral team to provide the highest quality support for students • Support the development and implementation of school based mental health provision for students • Ensure that appropriate support is available for students with internal and external examinations and assessments • Ensure the smooth transition of students supported by the department into and out of the school to further or alternative education
Quality Assurance:	<ul style="list-style-type: none"> • Ensure the maintenance of accurate records of progress, interventions and strategies used to support individual students • Produce accurate reports on the work of the department and the progress of students supported by it • Undertake observations of lessons and interventions provided by members of the department • Ensure that all communication follows School or Trust policies and branding guidelines
Safeguarding, confidentiality and data protection:	<ul style="list-style-type: none"> • Undertake Safeguarding Training as required • Ensure that all students and staff are appropriately safeguarded • Maintain appropriate levels of confidentiality when dealing with stakeholder data and information • Adhere to the General Data Protection Regulations
Extra-Curricular:	<ul style="list-style-type: none"> • Support the school's extra-curricular programme through active participation in at least one activity
Supervision:	<ul style="list-style-type: none"> • Oversight of the provision for vulnerable students when not in lessons but supported by the department
Personal Development:	<ul style="list-style-type: none"> • Reflect on own practice and work collaboratively with your line manager to identify development needs and participate in annual performance review as part of an active programme of CPD • Keep up to date with changes in DfE, Ofsted and SEND Code of Practice requirements and embed these into school policy and practice
Health and Safety:	<ul style="list-style-type: none"> • Undertake Health and Safety duties commensurate with the post and/or as detailed in the school's Health and Safety Policy

Additional Duties:	<ul style="list-style-type: none"> • Play a full part in the life of the school community, to support its vision and values and encourage and ensure staff and pupils to follow this example • Attend meetings outside normal working pattern as required
<p>Avonreach Academy Trust expects its employees to work flexibly within the framework of the duties and responsibilities specified above. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this job description.</p> <p>The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and stakeholders and is consistent with the school's equal opportunities policy.</p>	

Name of Postholder:	
Signed:	Date:

Version Number:	2
Date:	January 2023

PERSON SPECIFICATION

POST TITLE	Director of Learning Support and Inclusion (SENDCo)	
	Essential	Desirable
Qualifications		
QTS	✓	
Degree in a relevant subject	✓	
The National Award SENCo (NASENCO) or willingness to achieve the award within 3 years of start date	✓	
A Level 7 Specialist Assessor qualification or willingness to achieve the qualification within a year of appointment	✓	
Experience and Skills		
Significant experience of working with students with SEND	✓	
Skills to teach all Key Stages	✓	
Evidence of high standards	✓	
Ability to use ICT to support learning and raise standards	✓	
Successful Middle Leadership experience	✓	
Excellent communication and interpersonal skills – an aptitude for leading and managing people	✓	
Ability to be attentive to detail, work to high levels of accuracy and adhere to strict deadlines	✓	
Good organisation and administrative skills.	✓	
Knowledge		
Detailed knowledge of the SEND Code of Practice	✓	
A range of teaching and learning strategies to support all learners	✓	
How assessment informs planning for all abilities and needs	✓	
Knowledge to support autistic students in a mainstream setting	✓	
Personal Qualities		
Commitment to achieving a high standards and encouraging them in others	✓	
Commitment to equal opportunities and inclusion	✓	
Resilience and the capacity to work hard	✓	
An engaging personality to which students respond positively	✓	
Ability to build teams and motivate them to achieve high standards	✓	
Enthusiasm and a positive outlook	✓	
Excellent attendance and punctuality	✓	
Responsible, honest and reliable	✓	
A confident, sensitive, calm and caring manner	✓	
Discretion	✓	