



## **JOB DESCRIPTION**

**Job Title:** Director of SEND with SENDCo responsibility (TLR 1B)  
**Grade:** MPR/UPR TLR 1B  
**Reporting to:** Assistant Principal

### **Developing Professional and Constructive Relationships:**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and establish fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- Develop rigorous procedures for monitoring the performance of all staff within the SEND team, including setting objectives and individual personal development plans, including reference to the trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, work efficiently and meet deadlines.
- Be an effective and clear line manager.
- Liaise with key leaders in the academy to disseminate excellent practice
- Work strategically with SEND Directors across the trust ensuring consistency and a culture of collaboration.

### **Working within the law and frameworks:**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Effectively work within the legal framework of the SEND Code of Practice, demonstrating excellent knowledge of and adherence to statutory obligations.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:
  - The Academy's Child Protection Policy,
  - The Academy's Positive Discipline and Behaviour policy
- Understand the content within Appendix B of '*Keeping Children Safe in Education*' particularly in relation to pupils with SEND and other vulnerable groups in special categories.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

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- Work with the Principal and governors to ensure the academy meets its responsibilities under the Equalities Act (2010) with regard to reasonable adjustments and access arrangements.

## **Developing Practice:**

- To lead on the strategic development and provision of SEND within the academy
- To lead and manage all aspects of inclusion and intervention for pupils with SEND in the academy.
- To be responsible for the day-to-day operational implementation of the academy's SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an EHC plan.
- To provide professional guidance to colleagues and advise of the graduated approach to providing SEND support
- To ensure that the academy upholds its duties and complies with legislation according to the SEND Code of Practice.
- To develop provision for pupils with SEND according to national, regional and local guidelines and academy procedures.
- To ensure that all SEND pupils have access to a broad and balanced curriculum
- To raise standards of attainment and achievement across the whole area and to monitor and support pupils' progress.
- To develop effective working practices with staff, parents, agencies and the governing body.
- To support the Principal to ensure that all teachers plan and teach lessons that are accessible to, and raise attainment of, all pupils.
- To oversee the support of all pupils with medical needs, to ensure full integration into the academy.
- To actively promote and provide equality of access and opportunity across the academy.
- To contribute to the academy's aim of raising standards of attainment and achievement.
- To share and support the academy's responsibility to monitor opportunities for personal and academic growth.

## **Key Responsibilities:**

- The early identification of pupils whose barriers to learning impact on their ability to achieve their potential.
- The provision of individualised programmes of intervention according to pupil need and assessment data.
- The provision of support for learning.
- The maintenance and monitoring of an inclusion register including SEN and CLA pupils.
- The monitoring and strategic use of provision mapping.
- Ensuring the timely application of high quality FFI requests to the LA
  
- Ensuring dissemination of information and strategies with regard to pupils who are experiencing barriers to learning.
- The assessment of pupils for, and the associated paperwork and liaisons related to, the provision of access arrangements for examinations.
- The management of the SEND team including: the assistant SENDCo, SEND Manager, SEND administrator, specialist teachers, teaching assistants and outside agencies.
- Managing the EHCP request for assessment process with the LA
- Ensuring that pupils with Education and Health Care Plans receive their entitlement.
- Liaising with: Principal, Vice Principals, SLT, academy and parents/carers and external agencies.

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## **Core Duties:**

- To develop, ensure implementation and monitor the academy policy for meeting the needs of pupils with SEND.
- To work with the Principal and staff in developing effective and innovative strategies and practices that bridge barriers to learning through:
  - Assessment of needs
  - Deploy appropriate quality assured, impact driven interventions that are additional to and different from those employed through high quality teaching.
  - Target-setting and dissemination of information
  - Close monitoring of progress to inform practice
  - Provision of CPD activities and relevant advice.
- To undertake the day-to-day co-ordination of SEND pupils' provision.
- To maintain and monitoring the inclusion register for SEN and CLA pupils.
- To monitoring the strategic use of provision mapping.
- To collect and interpret assessment data to inform interventions, resources, policies and teaching strategies.
- To liaise with faculty and subject staff to ensure that there is early identification of needs.
- To ensure that there is a co-ordinated approach to intervention across the academy.
- To attend all appropriate meetings.
- To maintain an up-to-date log of pupils with medical needs, ensuring their needs are met on a daily basis, ensuring IPRA's and medication is present where necessary.
- To liaise with representatives from outside agencies, updating them on pupil progress and requesting additional support if necessary.
- To contribute to the whole academy's planning activities.

## **Curriculum Provision and Development:**

- To ensure that the SEND area provides a range of teaching that is relevant and effective in raising attainment.
- To lead in the process of curriculum and process development both within the area and across the academy.
- To identify the demands of the curriculum and to advice on and aid the development of strategies and personalised activities that can be used across the academy.

## **Staff Development:**

- To participate in the academy's staff development programme.
- To keep specialist qualifications up to date.
- To attend appropriate further training and professional development in order to keep abreast of new developments.
- To engage in the performance management/appraisal process.
- To undertake performance management reviews.
- To be responsible for the effective deployment of SEND staff to comply with legal requirements and to ensure that the needs of identified pupils are met.
- To lead the SEND team of staff and to contribute positively to that team to enable effective working relations within the academy.

## **Management of Information:**

- To maintain appropriate records of both assessment and teaching and to provide relevant, accurate and current data as required to ensure that pupils files are up to date and accurate.
- To co-ordinate annual reviews of pupils with Education and Health Care Plans and top-up funding.
- To develop a person-centred review format and to implement this in all reviews.
- To attend Y6 Annual reviews where possible and to liaise with feeder school SENCOs and Inclusion Co-ordinators with regard to developing positive transitions from primary school for vulnerable pupils.
- To create and maintain individual programmes of intervention as current working documents and share these as appropriate.
- To create and maintain individual education plans or similar documents for pupils on the SEND and Additional Needs register.
- To co-ordinate relevant assessments and documentation for access arrangements for examinations.
- To liaise with parents and carers to ensure all medical information is accurate and up to date.
- To communicate with FE colleges regarding pupils with SEND and attend meetings, where necessary, to ensure effective transitions.
- To respect and maintain confidentiality of information according to the academy's policies and legal requirements.

## **Management of Resources:**

- To monitor effectiveness of resources in meeting the needs of pupils and the objectives of the academy.
- To lead the team process of identifying resource needs and selecting appropriate materials in order to improve teaching and learning within the area and to support differentiation and personalisation across the academy.
- To ensure safe keeping of materials and technical equipment.

## **Teaching and Learning:**

- To plan and prepare programmes of intervention according to pupils' needs.
- To ensure that intervention programmes are delivered effectively to pupils.
- To provide support in class by team teaching and preparation.
- To ensure all pupils' work is thoroughly marked and used diagnostically alongside formal/informal assessment to inform planning and raise achievement.
- To monitor support by teaching assistants and to oversee their performance management.
- To ensure that all planning and interventions aid pupil independence and support their learning across the academy.
- To ensure a high-quality learning experience for pupils which positively affects their attainment, achievement and wellbeing, both within focused interventions and across the curriculum.
- To monitor programmes of intervention regularly to ensure their relevance and appropriateness.

## **Assessment and Mentoring:**

- To assess, record and report on the development, progress and attainment of pupils with SEND and those who are under-achieving in compliance with academy requirements.
- To ensure interventions are regularly monitored in terms of effectiveness and fitness for purpose.
- To provide or contribute to oral and written assignments, reports and references relating to individual pupils and groups of pupils.
- To contribute orally or in writing to the recording and reporting systems within the area and the academy.

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- To provide detailed reports as required.
- To ensure provision of access arrangements for examinations where these are appropriate.
- To liaise with parents, teachers and agencies to refer pupils causing concern to appropriate agencies and assessments.
- To keep detailed records of all aspects of pupil progress as appropriate.
- To keep individual education plans or similar documents and targets up to date and ensure that this information is disseminated appropriately without disregarding confidentiality.
- To ensure personal, staff and pupil adherence the academy's Policies.

## **Personal Responsibilities:**

- Hold positive values and attitudes and adopt high standards of professional conduct.
- Carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required by the academy.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

## **Any Special Conditions of Service:**

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of the Trust.
- The Trust operates a No Smoking Policy.

<b>Criteria</b>	<b>Essential/ Desirable</b>
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>• Good honours degree or PGCE equivalent</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• SENDCo qualification, or working towards this</li> </ul>	<b>E</b>
<b>Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li>• Evidence of impact working with SEND and vulnerable learners including pupils living in specific circumstances.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of impact in supporting children with behaviour and inclusion needs.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of impact in improving pupils' outcomes at subject, pastoral group or whole school level.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of a commitment to further professional training.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of whole school impact in a secondary school.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of on-going professional development.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of successful team leadership.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of good organisational and management competence.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• Evidence of having led change and developed behaviour for learning through innovation.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• Evidence of significantly improving achievement levels for young people.</li> </ul>	<b>D</b>
<ul style="list-style-type: none"> <li>• Evidence of having implemented and led whole school strategies.</li> </ul>	<b>D</b>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>• A positive and optimistic approach to working with young people.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• A highly professional manner at all times</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• The ability to motivate, inspire confidence in pupils, consult and encourage.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Excellent inter-personal and communication skills.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• The ability to set high expectations and challenge under-achievement whilst retaining a positive and encouraging working relationship.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• A good focus on standards in order to raise achievements.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• A calm and clear approach when problem solving.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• To be an effective team leader and team member, able to model positive behaviour.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Emotional intelligence.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Evidence of an understanding of the role of a highly effective school within its community.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Excellent communication skills – staff, governors, pupils, parents and the community.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Ability to be a good ambassador for the school in external meetings.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Excellent punctuality and attendance.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Hold positive values and attitudes adopt high standards of behaviour in your professional role.</li> </ul>	<b>E</b>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• To have experience of supporting a wide range of SEND and vulnerable learners' needs.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Experience working with outside agencies and education providers for SEND and vulnerable pupils.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Experience of contributing to the continued professional learning of colleagues.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Experience of engaging effectively with parents and carers in learning.</li> </ul>	<b>E</b>
<ul style="list-style-type: none"> <li>• Experience of working with the wider learning community.</li> </ul>	<b>E</b>

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• Experience of delivering CPD to improve professional practice.	<b>E</b>
• Experience of supporting learners who are New to English, or who have English as an Additional Language.	<b>E</b>
<b>Continuous Professional Development</b>	<b>E/D</b>
• Evidence of commitment to Continuing Professional Development	<b>E</b>

*We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.*

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.**

**Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.**