

Oxford- Pegasus and Orchard Meadow Cluster Job Description – Executive SENCo (Director of Inclusion)

Post: Strategic SEND Lead
Responsible to: Executive Principal

Main duties and responsibilities

Working with both individual schools, and linking with the Oxford Cluster as a whole, to devise and deliver effective inclusive practice, with particular focus on the strategic development of SEND provision in schools within the cluster. Duties include, but are not limited to; working with school-based SENDCos on enhancing provision, providing support and guidance for principals/senior leaders within the cluster of school, developing and delivering on a SEND strategy for the cluster to ensure outstanding SEND practice within the group of schools, and providing training and resources for schools within the cluster.

STATUS OF THE POST

This is a senior post within each school's staffing structure, which carries with it membership of the Senior Leadership Team (SLT). This post holder is accountable to the Executive Principal. As a member of school's SLTs, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Principal, or any Principal within the cluster of schools.

Job Purpose

- To take a strategic lead on SEND provision across the schools.
- To develop and enhance SEND provision in each school, working with school-based SEND staff to ensure outstanding provision in each of the schools.
- To provide effective training and development for staff at all levels within the schools within the cluster, and any other schools within the trust, as appropriate.
- To support each Principal's overall leadership, development and management of the teaching and learning of all children; to have a class teacher responsibility where appropriate and be able to teach in both key stages, to take a leading role in the monitoring and evaluation of standards across the schools, and to be a leading professional actively promoting effective teaching and learning practices across schools.
- The post will require you to work in partnership with the Principals, governors and staff to ensure the continuous improvement of the schools. The post holder will be expected to attend governing body meetings.
- To hold accountable those responsible for SEND: co-ordinators/SEND team within each school, and train and develop them in order to deliver a highly effective service for pupils.
- To work with external agencies to access the best support and funding opportunities for all the schools
- To raise the progress and attainment of SEND pupils in both schools.
- The job will include working at several different sites. Your place of work and time spent in each school will change regularly, and will be discussed with the Executive Principal.

- Work with United Learning SEND SLE to ensure the most effective practice is in place in each of the schools within the cluster.
- Conduct SEND reviews, and audits within school both within the cluster, but also within schools across the group, as required.
- Work alongside the Regional Director to provide support to schools outside of Oxford, as required.

Specific duties:

Strategic development

- Support the Principals, trust and governors in promoting and developing a strategic oversight for the cluster, and each individual school; demonstrating inspirational leadership and creativity in your approach to work.
- Play a significant role in the school improvement planning process in each individual school, and across the cluster as a whole, ensuring the strategic direction of the cluster is deliverable.
- Identify key strengths and areas for development in each school, and capitalise on efficiencies where possible, where schools have similar priorities.
- Develop and deliver on key policies across the group of schools, ensuring standardised systems are effective, while also ensuring that each school retains its individual culture, and is meeting the needs of all the pupils in its individual context.
- Work collaboratively with school-based SEND staff to ensure they are clear on the strategy for the cluster, and for their individual school, and are able to deliver on this.
- Contribute to the self-evaluation of each school.
- Identify talent within individual schools around SEND and inclusion, and work with each principal in managing this talent. Also identify underperformance and staff not adhering to the Code of Practice, and work with staff to develop them in order for them to be successful.

Teaching, Learning and Assessment

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the schools aspire.
- Analyse key school performance data, ensuring priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling for schools in the cluster, which meets and responds to the needs of children within the statutory frameworks and the resources available.
- Coach and develop staff to maximise impact on effective teaching and learning through the lens of SEND.
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
- Actively include children to further enhance their learning opportunities and personal development.

- Seek to develop and enhance a broad and rich curriculum which meets the needs of the range of children in the school.
- Be responsible for monitoring and evaluating inclusive practice and provision
- Work with staff in selecting and ordering appropriate books, materials and equipment within an agreed budget.
- Be responsible for the progress and attainment of SEND pupils
- Undertake any reasonable task, as directed by any Principal or the Executive Principal

Managing the organisation

- Manage the day to day activities of the delegated areas of responsibility to ensure that each school meets statutory requirements in a highly effective and efficient manner.
- Develop strategic plans in specified areas of responsibility, in order to bring about rapid improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the children and value for money.
- Ensure that equal opportunities for children and staff are effectively promoted.

Securing Accountability

- Work alongside each Principal to secure improvement through Performance Management; take responsibility for the performance management of identified staff, where appropriate
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside each Principal to use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
- Contribute to the reporting of the performance each school to parents, carers, governors and other key partners as necessary.

Strengthening Community

- Support the development of each school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Demonstrate an understanding of the diversity of each schools community.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum which provides children with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children' achievement, involving parents as true partners in the education of their children.

Professional Characteristics

Demonstrate that you are an effective professional who challenges and supports all children to do their best through:

- Inspiring trust and confidence,
- Building team commitment,
- Engaging and motivating children,
- Analytical thinking,
- Taking positive action to improve the quality of children's learning.

Senior Staff Responsibilities

These responsibilities are over and above those required by a teacher of main professional Grade or those staff who are members of the Middle Leadership Team.

- To lead a team of teachers and support staff, where appropriate
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To be involved with the development of whole school policies within your own specialist area and within others.
- To be an active member of the Senior Leadership Team and work as a team ensuring appropriate professional conduct and confidentiality.
- To actively support all policy decisions.
- To attend governing body meetings.
- To work with each Senior Leadership Team on interpreting and using data to set effective targets to raise achievement.
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of each school.
- To co-ordinate and assist with school events, during and out of school hours, where appropriate.
- To actively support staff in maintaining high standards of behaviour among all children throughout the school.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken. This is not an exhaustive list, and the post holder will be expected to undertake any other duties as directed by their line manager, that are deemed reasonable.

Oxford Cluster – Pegasus and Orchard Meadow

Person Specification

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Qualifications	Essential/Desirable
Graduate with QTS	E
Holder of the National Award for SEND Co-ordination	E
Evidence of continued professional development in SEND	E
Masters level qualification	D
Specialist Leader of Education (SLE)	D
Experience	
Substantial experience as a senior leader/education advisor with a background in SEND	E
Coaching/mentoring colleagues	E
Able to demonstrate substantial and effective system leadership for SEND	D
Experience of collaborative working towards school improvement	E
Experience of designing and delivering effective professional development for SEND	E
Skills and Knowledge	
Up to date knowledge of SEND policy and practice, including; teaching, curriculum, assessment, resources and statutory frameworks	E
Knowledge and understanding of key partners and processes that support children and young people with SEND beyond school	E
The ability to identify development needs of staff and design and deliver appropriate training linked to this	E
The ability to plan strategically across a number of schools and to quality assure effective practice in each	E
Excellent communication skills in both the verbal and written form	E
The ability to coach and/or mentor staff with regards to effective SEND practice	E
The ability to work alongside all stakeholders to fulfil the trust's ambition for SEND	E
Personal qualities	
Someone who has the inter-personal and communication skills to maintain positive relationships and work effectively with staff at varying levels of role and experience.	E
An inspiring leader of SEND who has the resilience and tenacity to motivate, empower and support individuals	E



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Orchard Meadow Primary School
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A determined and aspirational approach to improving outcomes for all vulnerable groups	E
Committed to self-development and the development of others	E
Calm, confident and solution focussed in the face of challenge	E
A strong commitment to supporting and promoting safeguarding, equality and diversity	E
Willingness to travel	E



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