

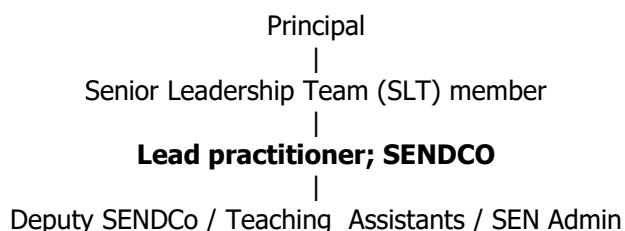
JOB DESCRIPTION

	Department/Division: Education
Location: The Duston School	Job Title: Lead Practitioner; SENDCO
Terms of employment: Permanent	Accountable to: Senior Leadership Team
	Hours: Subject to limits on working time set out in the Teachers' Pay and Conditions

JOB PURPOSE

- To be accountable for the learning and achievement of all students with Special Educational Needs including those with an Educational Healthcare Plan
- To be an effective line manager for the SEN Teaching Assistants and administrative support staff.
- To provide high quality leadership and management for the education of students with Special Educational Needs.
- To develop effective partnerships with all stakeholders of the school to secure high levels of progress for students with Special Educational Needs.

DESIGNATION OF POST AND POSITION WITHIN CURRICULUM STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

1. To oversee the leadership and management of the school's provision for students with Special Educational Needs in line with the school's expectations for curriculum leaders.
2. To ensure compliance with the SEN Code of Practice.
3. Demonstrate a clear vision for the education of students with Special Educational Needs with high aspirations for the achievement of these students in our school.
4. To drive improvements year on year through the school's self-evaluation and improvement plans.
3. To lead school-wide quality assurance procedures that relate to the teaching of SEN students.
4. To lead and motivate a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
5. Hold regular meetings with year team leaders, class teachers and faculty leaders to have an effective oversight of SEN attainment, attendance and behaviour across the key stages.
6. To maintain the SEN register accurately reflective of the developments of the needs of the students.
7. Allocate support to children with an EHCP dependent on need and requirements as set out in their plan by creating and monitoring bespoke support provisions. This includes making effective use of funding

and being responsible for the application process for Higher Needs Funding and deployment of Teaching Assistants.

8. Adherence to the school's rigorous procedures for recording, monitoring, analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
 - Track overall attainment and achievement of students with Special Educational Needs
 - Prepare quality pupil passports, Individual Educational Plans for students, monitor IEP delivery across the curriculum and review IEPs on a regular basis.
 - Provide training, professional development and suitable resources for teaching and support staff in relation to IEPs, group and individual teaching.
9. Respond promptly and appropriately to the needs of individual children with SEN on a daily basis and work closely alongside the school's Positive Impact Centre (PIC).
10. Advise curriculum leaders on action based upon the rigorous analysis of external and internal examination data from Key Stages 2 and 3, GCSE, GCE and vocational courses.
11. Provide well-informed advice based on their knowledge of national developments to the Senior Leadership Team and provide training to staff where applicable.
12. To provide advice to the Senior Leadership Team on the environment and resources for learning and health and safety matters, including risk assessments relating to students with Special Educational Needs and disabilities.
13. High quality mentoring and coaching to all staff regarding learning/teaching and curriculum planning/delivery relating to SEND.
14. Provide alternative support and accommodation evidence during examination times for children with SEN.
15. For good discipline and orderly conduct of students with Special Educational Needs through partnership working with those members of the Student Support Team who provide intervention support for students.
16. Maintain good links with primary schools, work based providers in the local community, and higher education colleges to ensure that the SEN curriculum is developed within the broader context of lifelong learning. To support children through transition stages i.e. liaison with feeder primary schools and post 16 providers.
17. Effective liaison with parents and outside agencies including, Educational Psychologists, Therapists, Doctors/Health and Social Services to ensure;
 - Relationships with parents are based on partnership working
 - Students with special education needs receive the support they need, and
 - Annual Reviews are well organized, professionally conducted and the actions are documented, disseminated and quickly put into place.
18. Leadership of the School wide SEN team to ensure;
 - Provision is well coordinated across the curriculum in Years 7 to 13
 - A clear focus to termly developments and professional development provision.
 - There are effective procedures for all staff to contribute appropriate information for Annual Reviews and the internal reviews of IEPs and for staff to know quickly the outcomes of such reviews.
19. The leadership to ensure high quality of all School teaching schemes make good provision for students with special educational need are based on personalised learning principles and are in place for the start of each academic year having been revised to reflect new developments/requirements of examining boards and new developments in information learning technologies such as Microsoft Teams.
20. Effective liaison with the Senior Leadership Team for English and mathematics to ensure a coherent

approach to SEN provision across the curriculum, particularly regarding literacy and numeracy.

21. Sound financial management within the budgets that have been set for SEN and robust records of spending allocations for pupils with an EHCP through the use of the provision mapping software Edukey.
22. Network with other SEN secondary leaders within the local community and share practise and support regarding relevant CPD, EHCP applications, higher needs funding and whole school SEN initiatives.

Performance Management

Participating in the school's arrangements for performance management, professional development and the school's arrangements for quality assurance and internal verification. To conduct annual performance management reviews for all staff that are line managed by the SENco.

General responsibilities

1. To fulfil the general duties of a main scale teacher.
2. To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

Safeguarding

As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Employer

Name:

Signed:

Date:

Employee

Name:

Signed:

Date:

PERSON SPECIFICATION

JOB TITLE: SENDCO	DEPARTMENT: SEND
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Essential	Desirable but not Essential
<p>Qualifications</p> <ul style="list-style-type: none"> A good honours degree or its equivalent; A PGCE or its equivalent (relevant Phase to the post). Recognised SENDCo qualification (NPQ or Equivalent) Experience in identifying and supporting pupils with a range of special educational needs Strong knowledge of current SEND legislation, policies, and best practice 	<p>Qualifications</p> <ul style="list-style-type: none"> Completion of other higher qualifications, e.g. NPQML, MA, etc,
<p>Experience</p> <ul style="list-style-type: none"> Evidence of recent and successful good or better teaching across key stage 3, 4 and 5 Proven classroom management skills; Experience of using a wide range of learning and teaching strategies Evidence of recent and successful experience supporting more vulnerable learners 	<p>Experience</p> <ul style="list-style-type: none"> Evidence of leading and delivering extra curricular opportunities and the willingness to participate in these across the department and school; Experience of successful mentoring; Evidence of leading a successful curriculum development initiative and securing improvement.
<p>Safeguarding</p>	<p>As a teacher, you are expected to have a good understanding of safeguarding within the school setting. This involves being vigilant in identifying potential safeguarding issues, understanding the procedures for reporting concerns, and actively contributing to a safe and supportive learning environment. You will be required to participate in regular safeguarding training and stay updated on the latest policies and best practices to protect the welfare of all students.</p>

<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • High level knowledge of strategic planning and the use of analytical assessment to support this; • High level knowledge and understanding of at least good teaching practice, including Ofsted guidance, and strategies to achieve this; • High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement • High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement; • Good knowledge and understanding of ICT. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement
<p>Essential</p>	<p>Desirable but not Essential</p>
<p>Skills and Abilities</p> <ul style="list-style-type: none"> • Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria; • Skills and ability to build positive relationships; • Good understanding of curriculum developments for raising achievement and experience of monitoring students learning; • Effective written and oral communication skills, including presentation skills, and good or better ICT skills; • Ability to work individually and as part of a team, including maximising opportunities for sharing good practice; • Organisational and time management skills; • Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals; • Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop. • A good command of written and spoken English 	<p>Skills and Abilities</p> <ul style="list-style-type: none"> • High level ICT skills; • Ability to analyse and use data for school improvement

Personal Qualities

- Have a love of and infectious enthusiasm for teaching;
- Demonstrate a passion for making a difference to the learning outcomes of all students;
- Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people;
- Ability to work collaboratively or in partnership with others
- Have a high capacity to grow and develop as a professional and demonstrate ambition;
- Integrity, adaptability and demonstration of resilience and emotional maturity;
- High level conceptual thinking, innovative and decisive;
- Self-driven and ability to work at a pace;
- Demonstrates high level professionalism in all aspects of work;
- Excellent sense of humour;
- Personal drive and self-starter.

Personal Qualities

- Ambition and drive to develop as a leader;
- A commitment to contributing to the wider life of TDET and TDS, beyond the classroom.