

## Job Description

### Manager of Teaching and Learning

~ Lead Special Educational Needs and Disability (SEND) Officer (SENCO) –  
Secondary

#### JOB DETAILS:

Salary range: LM15-19 (starting salary £49,000, rising to £53,000 per annum)

#### JOB OVERVIEW:

##### Key Purpose

As the Lead Special Educational Needs and Disability (SEND) Officer (SENCO) for the Secondary phase, you will work across the Trust in all four Secondary Colleges and, where necessary, with the Primary Lead SEND Officer in relation to transition. It is expected you will divide your time between the four Secondary Colleges based on the needs of the children and the provision required. In addition to the job description and skills required, the Lead SEND Officer needs to be able to work sensitively and effectively with some of our most vulnerable children and their families. The role requires patience, understanding and the ability to advocate for the child to ensure they get the very best provision possible to support their needs.

##### Key Accountabilities

- To be accountable to and line managed by the:
- Chief Officer – Standards
- Chief Executive Officer (strategically)

#### ROLES AND RESPONSIBILITIES:

##### Key Tasks in each College

The SEND Code of Practice sets out the main responsibilities of the SENCO. The document states that a SENCO is expected to:

- Oversee the day-to-day operation of the College's SEN policy;
- Co-ordinate provision for children with SEND;
- Liaise with the relevant designated teacher where a looked after child has SEND;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the College delegated budget and other resources to meet students' needs effectively;
- Liaise with parents, guardians and carers of students with SEND;
- Liaise with Early Years providers, other colleges, educational psychologists, health and social care professionals, and independent or voluntary bodies as required;
- Act as a key point of contact for external agencies, especially the Local Authority and its support services;
- Liaise with potential next providers of education to ensure students and their parents, guardians and carers are informed about options and a smooth transition is planned;
- Work with the Principal and Local Advisory (Governing) Body (LAB) to ensure that the College meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;



- Ensure that the College keeps the records of all students with SEND up-to-date.



The Lead SEND Officer is responsible for the following areas:

- Developing and maintaining a high quality SEND provision across the Secondary phase of the Trust to ensure it meets the needs of all SEND students;
- Working collaboratively with colleagues in each College to ensure children's needs are met and all communications are timely, effectual and appropriate;
- Providing professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings;
- Attending weekly Secondary Leadership Collaborative (SLC) meetings;
- Attending each College's weekly Senior Leadership Team (SLT) meeting;
- Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents, guardians and carers and external agencies;
- Working with Principals, Headteachers, teachers, key stage co-ordinators and pastoral staff to ensure all students learning is of equal importance and that there are high and realistic expectations of students.



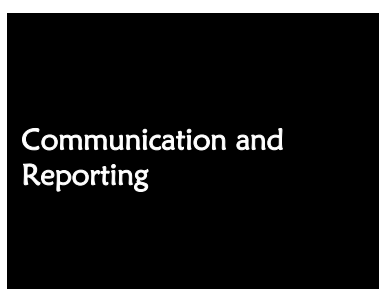
Supporting Teaching and Learning to ensure SEND students make good progress and that teaching colleagues are equipped with effective strategies to best support SEND students, including:

- Modelling effective teaching, to coach and train colleagues;
- Identifying and disseminating the most effective teaching approaches for students with SEND;
- Collecting and interpreting specialist assessment data on SEND to inform practice;
- Work with staff to develop effective ways of bridging barriers to learning through assessment of needs; monitoring of teaching quality and pupil achievement; target setting; IEPs, or Provision Maps, PSP, CAF;
- Working with students, class teachers and phase leaders to ensure realistic and challenging expectations of students with SEND;
- Leading Continuing Professional Development (CPD) sessions for staff.



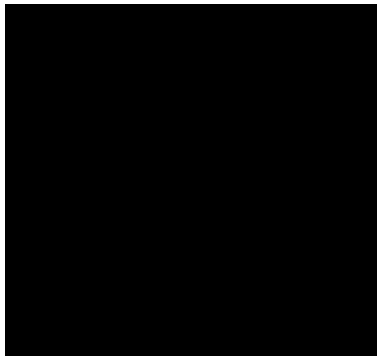
This role will involve:

- Keeping all paperwork including records and policies, up-to-date and actioned, as appropriate;
- Working with the leadership to ensure each College Development Plan and Self Evaluation accurately captures information relating to SEND;
- Collecting and interpreting assessment data;
- Setting up systems for identifying, assessing and reviewing targets;
- Developing and maintaining systems for raising achievement for more able students and those with SEN.



Excellent communication, written skills and organisational skills are a must. The role involves being able to manage large amounts of sensitive information, writing up reports and notes quickly and efficiently and managing time effectively. There will also be a high level of face-to-face meetings. Given the nature of SEND there is the need to be sensitive, diplomatic and calm in potentially difficult meetings and situations. This role will involve:

- Attending meetings and reviews in accordance with each child's SEND



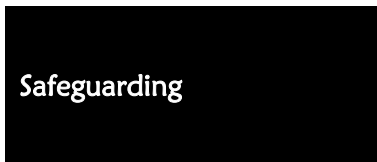
- provision;
- Co-ordinating all Annual Reviews and reviews of Individual Education Plans (IEP) and/or Pastoral Support Programmes (PSP) and Common Assessment Frameworks (CAF) where appropriate, and attend or chair when necessary;
  - Facilitating continuity and progression for Year 6 and Year 11 SEND students through the development of a transition programme;
  - Exercising a key role in assisting the Principal and Governors with the strategic development of SEN policy and provision;
  - Producing timely and well written reports for each College and for the Academy Board.



### Professional Knowledge and Development

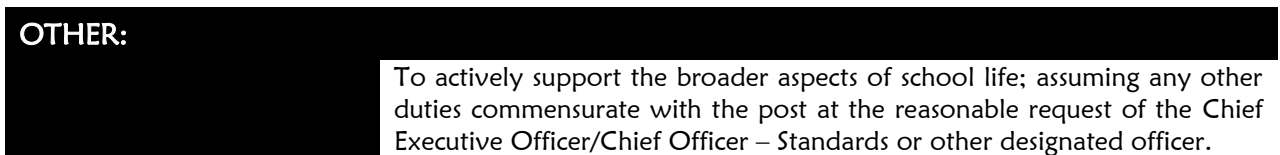
The successful applicant must have Qualified Teacher Status (QTS) and be willing to undertake the National Award for SEN, a Masters level university qualification, upon acceptance of the post. The National Award for SEN is a statutory requirement. It takes 12 months to complete through a university provider, with up to ten taught days on site. This will be fully funded by the Trust.

In addition to the National Award for SEN the successful applicant will be supported on an Induction period of suitable CPD and training.



### Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment. All postholders are expected to support this approach in the context of their role and adhere to and ensure compliance with safeguarding policies and procedures at all times.



### OTHER:

To actively support the broader aspects of school life; assuming any other duties commensurate with the post at the reasonable request of the Chief Executive Officer/Chief Officer – Standards or other designated officer.

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work or a similar level that is not specified in this job description. Employees are expected to present themselves and to act in a professional manner at all times. The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is not prescriptive in that the needs of the School may change and this could necessitate revision in the future and amendment at any time, after consultation.

This role is not appropriate for part-time workers or those involved with job share given the need to provide continuity for the students. Notification of any changes or revisions will be provided in the half term preceding implementation.

2021