

LEAD SENDCo: JOB DESCRIPTION

Job Title: Lead SENDCo

Reporting to: Principal

Grade: L8-L12

Employee Values

The post holder will be expected to operate in line with our employee values which are:

- Ambition without limit
- We break down barriers
- We turn our best into normal
- Every interaction counts
- We are a family

Overall purpose of the post for Lead SENDCo

- To undertake the role of SENDCo in their designated school (shown below)
- To provide support and oversight to other SENDCos within the school community
- Provide regular information to the Community Executive Principal and school Principals on the evaluation of the effectiveness of provision for pupils with SEND, within their schools.

Overall purpose of the post for SENDCo in a designated school

- Supporting and securing quality first teaching in the classroom to ensure every Teacher is a practitioner of SEND and also enables students with SEND requirements to fully access the curriculum, therefore enabling them to reach their full potential.
- The SENDCo, with the support of senior staff, will ensure that the Academy presents a fully inclusive environment where no child is disadvantaged because of a special educational need, disability or medical condition.
- Fulfilling the role of SENDCo for the Academy and specialist Teacher within the area of responsibility.
- Leading, managing, developing and maintaining high quality SEND provision which enables high quality teaching, excellent learning outcomes and success for all pupils.
- Line managing those directly supporting children with Special Educational Needs.
- Liaising with professionals from outside agencies to secure the best care and outcomes for pupils.

Main duties and responsibilities for Lead SENDCo

Working with the support and guidance of the Principal and within the vision and values of the Trust in order to:

- To undertake the all the respective duties of SENDCo in their designated school (shown below)
- Support school based SENDCos, to ensure that SEND practice across the community is of the highest quality;
- Identify any concerns within SEND provision within the school community and identify improvements that can be made;
- Build relationships with the relevant local authorities and partners to ensure strong working relationships for the benefit of all;
- Disseminate best practice across your community, through CPD, support and modelling for SEND and other colleagues;
- Network and share practice across the Trust with other Lead SENDCos;
 - Liaise with the Trust Strategic Lead for Vulnerable Children and Inclusive Practice and SEND School Improvement Partners to request specialist support in schools as needs as identified.

Main duties and responsibilities for SENDCo in a designated school

- The professional duties of teachers are set out in the School Teachers Pay and Conditions Document and describe the duties required by all teachers.
- To be based with the inclusion team to lead and direct on strategies for students with complex needs.
- Management of identified staff within the Inclusion teams.
- To be a member of the Senior Leadership Team.
- Provide specialist advice and support to SEND pupils and their families.
- To monitor that the Academy is following DFE regulations through quality assurance of additional support guidance for national statutory tests and assessments.
- To monitor and evaluate the impact of support and intervention for individual pupils ensuring that any behaviour care plans and personalised timetables etc. are both appropriate and effective.
- Provide specialist advice, guidance and support to the educational setting.
- Deliver specialist training to parents, educational providers and professionals from other agencies to promote inclusive practice.
- Network with parents, voluntary organisations, and other services/agencies to ensure information is effectively and appropriately shared.
- Contribute advice and support in the process of early identification, assessment and provision in line with SEND Code of Practice.
- Monitor teaching and learning through observation, talking to children and obtaining data. Then by providing effective feedback, support and advice, raise both the standards and expectations of the pupils.
- Research, develop and share best practice with respect to inclusion and raising attainment within specialist area.

- Ensure that a fair and consistent approach is used throughout the Academy in order to generate a positive unified SEND ethos and create minimal disruptions.
- Advise on access to specialist equipment and resources and be responsible for requesting orders for specialist equipment ensuring that all specialist equipment supplied is properly maintained and correctly used.
- Engage in your own professional development, updating knowledge and skills relating to educational issues and contribute to in-service events and professional development of others. Thereby ensuring that any development undertaken helps to meet the needs of pupils with SEND requirements.
- Provide information to the Principal about the effectiveness of SEND provision and any further requirements that may be needed.
- Prepare advice and information materials for parents, staff and other agencies. Important Attributes
- To deliver a strategic direction for the development and evaluation of SEND provision. ● To provide advice, support and training to all staff in order to ensure that the statutory responsibilities to SEND children are met.
- To keep up to date with new legislation, research and initiatives in order to promote best practice and ensure compliance.
- To contribute to identification, assessment and monitoring procedures for pupils with SEND ensuring that all pupils achieve and make significant and continuing progress.
- To promote inclusion and achievement for all pupils.
- Liaise with other professionals and lead/attend Local Authority Panel meetings, CP, CLA and other meetings, where necessary.

Additional Responsibilities

- Carry out other tasks, commensurate with the seniority of the post, which will be allocated over the duration of the contract of employment.
- Participate fully in the Trust's briefing and INSET system and team, professional and personal development activities and promote a commitment to continuous development and improvement.
- Participate fully in the Trust's performance management process and work to achieve agreed set objectives.
- Undertake mandatory training on child safeguarding and data security, ensuring that you understand how to identify and report safeguarding concerns.

POLICIES AND EXPECTED STANDARDS

The post holder is required to familiarise themselves with all Trust policies and procedures and to comply with these at all times (the post holder will be expected to influence and develop the Trust policies as directed by the Chief Executive). The Code of Conduct for Employees in particular sets out what you as a post holder are required to follow at all times and you should study this carefully. Failure to comply with any of the Trust's policies may result in disciplinary action up to and including dismissal.

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS and safeguarding training, as required under the latest version of Keeping Children Safe in Education. Staff have a duty to recognise and report any concerns they have about the safety or welfare of a child to the relevant and qualified individual within the organisation. The post holder will also be required to undertake Safer Recruitment Training.

All staff
must
have an



understanding of their responsibilities in relation to being accountable for knowing who is in and has access to their area of work and the security of information. Staff must recognise the need to challenge appropriately and understand their duty of care relevant to their position within the organisation. Staff must be familiar with and understand the correct reporting process where there has been a potential breach.

Special Features

- The post will require travel between academies;
- The academies allocated to the postholder may vary under the direction of the Chief Executive.

Personal Contacts

External: Contractors, suppliers, parents, external agency professionals, government and local authority staff, other staff from academies and schools.

Internal: Students, staff, Board and Academy Council members, parents and any other visitors to the Academy.