



Northumberland Church of England Academy Trust

JOB DESCRIPTION

Job Title:	SENDCo
Responsible to:	Headteacher
Salary:	MPS/UPS + SEN Point 1

Main Purpose:

Under the leadership of the Headteacher, ensure pupil entitlement to high quality provision by providing support in all aspects of the Special Educational Needs provision across the school.

The SENDCo will be expected to be part of the Primary team that supports and develops the policy, practice and culture across the Primary phase.

The Primary SENDCo will:

- Support the Director of SEND in the successful implementation of the Academy vision including its Christian character and contribute to significantly raising standards of achievement for learners of all ages and abilities.
- Support the high-quality provision for all learners with SEND and ensure consistency in following policy and practice on all campuses.
- Work across the schools and support the Headteachers in the operational management of SEND on their campus.
- Champion the consideration and development of all aspects of innovative practice in relation to SEND provision and the needs of individual learners with SEND.
- Contribute to the development and implementation of the Academy's self-evaluation processes ensuring that outcomes are appropriately developed.
- Support and develop the provision and standards for learners with SEND across the schools.
- Lead, provide direction and sustained emphasis on:
 - The quality of SEND provision across all schools.
 - The CPD needs of staff in relation to SEND provision.
 - Engagement with the families of learners with SEND.
 - Reflective practice and research.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Chief Executive Officer, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.



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Specific Duties

Under the leadership of the Headteacher you will be responsible for:

- Upholding the implementation of The Graduated Approach in line with Statutory Guidelines and the schools SEND pathway.
- Organising and monitoring the termly reviews of IEPs, holding the termly reviews of SEND Support Plans and holding Annual reviews of Educational Health Care Plans and disseminate paperwork in line with statutory guidelines.
- Working and liaising with outside agencies.
- Draw up timetables for support and intervention after consultation with staff concerned.
- Ensure that access arrangements are applied for and put into place where appropriate.
- Organise special arrangements during periods of statutory assessment.
- Collect and interpret specialist assessment data.
- Support the development of systems for identifying, assessing and reviewing SEND.
- Support with providing information to the Headteacher on the effectiveness of provision for pupils with SEND.
- Attend consultation evenings and keep parents informed about their child's progress.
- Provide current and up to date communication/articles for the SEND area of the schools website.

Curriculum and pupils

Work closely with the Headteachers to ensure high quality provision for pupils requiring learning support and:

- Regularly attend school meetings to help create positive solutions for learners with Special Educational Needs.
- Support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ASD, ADHD, Dyslexia, Behaviour).
- Work with the Headteachers and contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet pupil's additional needs.
- Make use of and model a range of teaching and learning strategies to meet the needs of subject and of different pupils.
- Implement all primary phase policies for assessing, recording and reporting on pupil achievement and use this information to set pupil targets.
- Evaluate teaching in order to identify effective practice and areas for improvement.
- Working with the Learning Support Assistants to ensure development of pupils individual and collaborative skills necessary for them to become independent learners.
- Ensure recognition of, and ability to deal with racial and gender stereotyping.
- Take an active part in the promotion and delivery of out of hours enrichment activities.
- Support all EHCP Annual Reviews and attend / chair.



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- Support Year 6 Annual Reviews for primary pupils with EHCPs to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision.
- Develop consultation groups with parents in order to improve communication and respond to their knowledge of their children's difficulties.

Monitoring, Leading and Managing

- Support with the Line management of Learning Support Assistants
- Monitor the work of Learning Support Assistants to include planning, management of learners, the keeping of records and take appropriate action if required.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- Provide training opportunities for learning support assistants and teachers to learn about SEND to secure good teaching for SEND pupils, through both written guidance and meetings.
- Ensure that staffs have access to appropriate training for additional learning needs and development to enable the school to continue to improve provision for pupils with such needs.
- Identify resources needed to meet the needs of pupils with SEND and advise the Heads of Campus on priorities for expenditure.
- Contribute to the performance management process of Learning Support Assistants
- Develop, model and disseminate outstanding practice in relation to SEND provision throughout the Primary phase.
- Coach and support staff in the exercise of their responsibilities and support identify and respond to specific group and individual staff training needs.
- Maintain an up to date knowledge and understanding of all aspects of SEND provision for all age groups in the Academy.
- Undertake such professional development as is required by the evolving nature of the post.

Communication and Information

- Maintain effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets achievements and progress.
- Contribute to the induction programme for new SEND learners.
- Take an active part in the school self-evaluation and planning cycle.
- Support the aims and ethos of the Trust.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in open evenings and school/Primary performances.
- Uphold the school's behaviour code.
- Participate in staff training.
- Attend team and staff meetings.

As a middle manager the post holder may be expected to take on other leadership duties not listed here but detailed in the teachers pay and conditions document.



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Post Title: SENDCo	Department:	
	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified teacher status and evidence of a sound academic subject background and successful teaching • Experience of working with SEN children in a deprived area 	<ul style="list-style-type: none"> • Relevant training in relation to job description
Knowledge & Experience	<ul style="list-style-type: none"> • An up to date knowledge of the code of practice and the statutory processes in place for SEN children • A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN children • A knowledge of how children think and learn and what young people in Social, Emotional and Behavioural difficulties experience • A knowledge of how ICT can both enhance and extend learning and improve the administration of SEN • An up to ate knowledge of Every Child Matters 	
Skills & Attributes	<ul style="list-style-type: none"> • Excellent organisational skills • Ability to relate well to children • Is well-organised and has the capacity to meet deadlines • The ability to work within a team towards common goals • To set standards and model good practice • Is trustworthy, honest, shows integrity and has a sense of fair play 	<ul style="list-style-type: none"> • High level ICT skills both to support learning and administration



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	<ul style="list-style-type: none"> • Is committed to meeting the needs of children and their families • The ability to demonstrate initiative • Has excellent communication and interpersonal skills • Proven consultation and negotiation skills • A willingness to participate in in-service training and professional development 	
Leadership & Management	<ul style="list-style-type: none"> • Has a proven ability to work under pressure • Proven teaching skills and the ability to teach other teachers and share good practice • Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance • To command credibility and use expertise to influence others 	<ul style="list-style-type: none"> • Has shown personal motivation regarding training and personal development
General	<ul style="list-style-type: none"> • Shows high levels of professional competence by their achievements in their current role • Operates corporately, putting their personal needs second to the wider and agreed needs of the institution • Evidence of a commitment to equality of opportunity and social inclusion 	<ul style="list-style-type: none"> • Has demonstrated the capacity to turn challenges into success