



JOB PROFILE			
Job Title:	Secondary Special Educational Needs and Disabilities Coordinator (SENDCO)	School/Department:	Temple Learning Academy
Salary Grade:	In line with National Pay Scales M1-US (£28,000 - £43,685) + SEND Allowance (£2,384 - £4,703)	Working Hours:	32.5 hours per week, Monday to Friday
Contract Type:	Permanent, Full Time	Location:	Leeds
Responsible to: Assistant Principal for Student Support			
<p>Role summary:</p> <p>The Secondary Special Educational Needs and Disabilities Coordinator (SENDCO) will work closely with the Assistant Principal for Student Support to oversee and manage the operation of TLA's SEND policy within the Secondary Phase. The SENDCO for Secondary, supported by an Assistant SENDCO and a team of TAs and HLTAs work collaboratively with leaders, teachers and the pastoral team to ensure that all students with special educational needs and disabilities are supported to reach their full potential.</p> <p>Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.</p>			
<p>Special conditions of service:</p> <p>No smoking policy, including e-cigarettes.</p>			
<p>Role specific responsibilities:</p> <ul style="list-style-type: none"> • Be responsible for the day-to-day operation of the SEND policy. • Support the Assistant Principal for Student Support with the strategic development of special educational needs (SEND) policy and provision in the school for students with SEND. • Have a strategic overview of provision for pupils with SEND across the Secondary Phase. • Maintain an accurate SEND register. • Coordinate the 'Assess, Plan, Do, Review' cycle for students with SEND. • Direct and utilise HLTAs and TAs to promote engagement and progress for all students with SEND. • Ensuring that applications for inclusion funding are made for the academies students with the highest SEND. • Support the application process for Exam Access Arrangements. • Provide guidance to colleagues on support student with SEND, including delivering CPD. • Ensure that the school is up to date with statutory duties, including meeting the statutory deadlines associated with the 'Education, Health and Care Plan' process. 			



- Liaise with external agencies such as the 'Special Educational Needs Inclusion Team', CAMHS and the Educational Psychology service.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health safety and security, confidentiality and data protection.
- Establish and maintain professional communication with parents.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Undertake other appropriate duties as directed by the Principal, Deputy Principal or Assistant Principal for Student Support.
- Line manage HLTAs and TAs, including holding performance management reviews.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

Integrity: we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

Respect: we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Skilled classroom practitioner	√	
Highly effective interpersonal and communication skills	√	
Competent in ICT including knowledge and application of Management Information Systems.	√	
Organised, determined and resilient	√	
Ability to prioritise	√	
Ability to be able to forge and maintain educational partnerships externally	√	
Ability to analyse performance data and propose improvements, implementing actions as desired	√	
Qualifications, Knowledge and Experience	Essential	Desirable
Experience of working with students with SEND. Including students with learning difficulties, students who are neurodiverse and students with Social, Emotional and Mental Health Needs.	√	
Experience of adapting and scaffolding the curriculum to support students achieve outcomes that stretch and challenge within the Secondary Phase.	√	
Successful experience of team leadership – leading, motivating and managing other members of staff.		√
Experience of successfully leading training and development activities for school staff.		√
Knowledge of the SEND code of practice and associated documentation.	√	
Sound understanding of recent developments in SEND.	√	
Knowledge and understanding of key safeguarding documentation.	√	
Knowledge of the assessment and application process for Access Arrangements.		√
Experience of auditing, monitoring and action planning to support school improvement.		√
Experience of completing referral documentation and funding applications		√
Degree level qualification	√	
Qualified Teacher Status	√	
Holds or has a willingness to undertake National Award for SENCO co-ordination	√	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
Full commitment to safeguarding and promoting the welfare of children and young people	√	



Discretion at all times in the disclosure of information about the Academy and a clear awareness of confidentiality	√	
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