**SENDCO**

**Grade: M1 – UPS 3 + TLR 1 (£ 8,706)**

**Start date: 1st September 2023**

Key responsibilities

* Ensure our school approach and policies are fully in accordance with the SEND code of practice.
* Lead provision for students identified as SEND ensuring that it is appropriate and effective.
* Maintain effective tracking and monitoring systems for students on the SEND register to ensure all make good progress and necessary intervention is made swiftly and effectively.
* Ensure the focus on SEND students remains high across all areas of the school so that all stakeholders understand that providing for all students is a priority and key to our mission.
* Plan, coordinate and lead staff training and INSET to ensure all teaching staff are able to provide quality first teaching as appropriate.
* To develop, source or deliver effective CPD for teaching support staff.
* Maintain effective records for all students with SEND including IEPs, review meetings, progress and support
* To lead and manage our team of dedicated learning support assistants to provide high quality in class support and small group intervention. This includes developing colleagues by having effective CPD.
* To lead evaluation of SEND provision across the school.
* To engage in effective multi-agency work, working with parents, professional & external agencies.
* To be the designated teacher for Looked after Children.
* To teach a timetable of approximately 12 lessons per week (The school operates a 30-period week).
* To collate evidence to write EHCPs for identified students.
* To lead and implement effective programmes in response to the needs of students which are evaluated for impact.
* To lead EHCP reviews when a different provision is required to meet the needs of identified students.

Leadership opportunities

* Support the Headteacher in articulating and upholding a clear and compelling vision for the school.
* Work in collaboration with senior colleagues to develop, implement and monitor strategies for ongoing whole school improvement.
* Promote equality of opportunity and equity for all pupils.
* Contribute to the smooth running of school systems and procedures.
* To ensure effective systems are maintained for students with medical conditions so that all are safe and comfortable in school.
* To attend all senior leadership meetings to ensure that SEND is represented in strategic decisions.
* Carry out other duties in line with the pay award.

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| **School values and virtues**   * Create a culture where pupils experience a positive and enriching school life; * Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life; * Ensure a culture of staff professionalism; * Encourage high standards of behaviour from pupils, built on The Ursuline Academy Ilford’s rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school; * Use consistent and fair approaches to managing behaviour, in line with the Academy’s Behaviour Policy |
| **Curriculum**   * Establish and sustain high-quality teaching across subjects and phases, based on evidence; * Ensure the teaching of a broad, structured and coherent curriculum which meet the needs of all learners; * Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities with respect to Inclusion and SEND   provision;   * Use valid, reliable and proportionate approaches to assessing pupils’ knowledge and understanding of the curriculum. |
| **SEND**   * Work closely with the Exams Officer to ensure that Access Arrangements are in place and support the auditing for JCQ inspection; * Contribute to the School Improvement Plan and whole-school policy, in terms of SEND, Inclusion and Learning Support; * Deployment of Learning Support Assistants; * Identify training needs for staff and how to meet these needs; * Lead INSET for staff in respect of SEND. * Share procedural information, such as the Academy’s SEND Policy; * Promote an ethos and culture that supports the school’s SEND Policy and promotes   good outcomes for students with SEND or a disability;   * Lead and manage Learning Support Assistants working with students with SEND; * Line managing the Learning Support Assistants, ensuring that they are deployed to   maximise their impact on improving Learning and Teaching and student outcomes;   * Promote culture and practices that enable all pupils to access the curriculum; * Have ambitious expectations for all pupils with SEN and disabilities; * Make sure the school works effectively with parents, carers and professionals to   identify additional needs and provide support and adaptation where appropriate;   * Make sure the school fulfils statutory duties regarding the SEND Code of Practice. * Ensure that all staff through the Learning passports are aware of the strengths of each student and how they can support SEND students to achieve the very best. * To work with parents so that their voice is heard in the support offered to SEND students. |
| **Strategic development of SEND**   * Have a strategic overview of provision for students’ inclusion across the school, monitoring and reviewing the quality of provision; * Advise the Senior Leadership Team on the strategic development of SEND Policy and   provision;   * Contribute to school self-evaluation, particularly with respect to provision for students with SEND, Inclusion and Looked After Children; * Ensure the SEND Policy is put into practice, and that the objectives of this policy are reflected in the School Development Plan; * Maintain an up-to-date knowledge of national and local initiatives and research which may affect the school’s policy and practice; * Evaluate whether funding is being used effectively, and propose changes to make use   of funding more effective |
| **Organisational management and school improvement**   * Promote the Catholic life of the school and prepare for Diocesan inspections; * Establish and oversee systems, processes and policies so the school can operate effectively; * Ensure staff and pupils’ safety and welfare through effective approaches to safeguarding, as part of duty of care; * Ensure rigorous approaches to identifying, managing and mitigating risk; * Ensure effective use of budgets and resources; * Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school’s context; * Make sure these school improvement strategies are effectively implemented. |
| **Governance and accountability**   * Work with the Governing Body as appropriate; * Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties; * Work successfully with other schools and organisations; * Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils. |
| **Staff management**   * Performance manage all SEND staff, including carrying out appraisals and holding staff to account for their performance; * Manage staff well with due attention to workload; * Ensure staff have access to appropriate, high-standard professional development opportunities; * Keep up to date with developments in education; * Seek training and continuing professional development to meet their own needs. |