

## **Job Specification**

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**Director of Special Learning Needs -** Definition of role, duties and areas of responsibility.

**Postholder-** ..... (name)

**Responsibility points -** Main Pay Scale/ UPS (TLR)

**Other areas of responsibility -** None

**Job summary -** Working with the schools Senior Leadership Team, Director of Student Well-Being, other Curriculum Directors and where appropriate outside agencies, provide support to students who are classified as having Special Educational Needs and Disabilities- in order to ensure that these students make at least satisfactory progress and attainment and that the teaching of SEND meets statutory as well as best practice guidelines.

**NOTE –** *It is possible that the following job description may be amended at any time in the light of new or amended government legislation and or LA or school requirements. Any changes will not take place without prior consultation with the above post holder. This job specification will be reviewed annually.*

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## **Organisation, Leadership and Management**

### **Together with the Headteacher and SLT**

1. have responsibility for the management and organisation of provision for students classified as having Special Educational Needs and Disabilities (SEND) in line with the schools Special Educational Needs Policy.
2. produce and implement policies for SEND and ensure that these meet current statutory requirements and are based on best practice guidelines;
3. monitor and evaluate the effectiveness of the schools SEND policies and ensure they are fit for purpose (see above);
4. ensure that all members of staff, including newly appointed staff, NQT's and students on school experience have, where appropriate copies of and are acquainted with the schemes of work / policy documents for SEND;
5. maintain an up to date knowledge of curriculum issues at Central Government and Local Authority level relevant to SEND and particularly relating to KS2 and KS3 and provide advice and guidance to Governors, SLT, teaching and support staff as required;

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6. together with the schools Designated Safeguarding Officer and the Director of Student Well Being Maintain an up to date knowledge of current legislation, regulations and guidelines relating to welfare and rights of students and provide advice and guidance to Governors, SLT, teaching and support staff as required;
  7. maintain the schools SEND register and ensure that all teaching and classroom based support staff are provided with accurate up to date copies of the register;
  8. working with the Deputy Headteacher, Director of Student Well-Being and other Curriculum Directors as appropriate develop and maintain links with professionals and external agencies and work in partnership with these agencies to provide students with additional help and support as deemed necessary or appropriate;
  9. provide guidance for parents in respect of the help and support the school can offer SEND students either internally, by signposting or actively seeking the support of other professionals and / or external agencies;
  10. offer help and support for teaching and classroom support staff in the planning and preparation of lessons timetabled to teach students classified as SEND;
  11. together with the SLT co-ordinate the deployment of the schools team of Learning Support Assistants to ensure that they are deployed as effectively and efficiently as possible in order to support learning;
  12. take overall responsibility for the 'Reach Up Room', the Y5 / Y6 Intervention Class and for the implementation and development of an effective 'Access Initiative' programmes to target under performing students identified as needing additional support in Literacy and Numeracy as well as teaching and support staff timetabled to teach in those designated areas;
  13. actively engage in liaison with relevant staff in internally as well as with staff from feeder Lower schools and Upper Schools to which students transfer in order to ensure effective transition and that continuity of skills and progression in learning is maintained; to liaise with special schools and external agencies where this is relevant or appropriate;
  14. provide teaching and support staff with opportunities to attend school based or externally provide continuing profession development (CPD) based around school priorities and / or individual needs and linked to the schools system of performance management;
  15. have overall responsibly for managing the Directorates budget and the allocation of capitation and financial expenditure to allow adequate resourcing to effectively delivery of the statutory and non statutory curriculum in the areas of SEND;
  16. have overall responsibility for the maintenance of an up to date inventory of SEND resources in line with audit requirements;
  17. ensure that the 'Reach Up Room' and / or storage and retrieval systems relating to SEND are efficiently organised and tidily maintained and where applicable conform to Health and Safety requirements;
  18. produce an annual Subject Development Plan for SEND based upon a three-year cyclical model as laid down in the school guidance for the production of such plans;
  19. contribute, where appropriate, to the schools Self Evaluation Form to ensure this contains accurate and up to date information;

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## **Curriculum Standards, Assessment and Accountability.**

### **Together with the Headteacher and SLT:**

1. promote high standards of teaching and learning and take an active lead in encouraging staff to develop and employ a wide range of appropriate teaching strategies styles and approaches to meet a variety of individual learning needs in respect of student classified as SEND and introduce new ideas as appropriate;
2. ensure teaching is well differentiated in order to meets the needs of all students include those identified as SEND and provide support to staff teaching;
3. provide staff with support to ensure teaching is well matched to the abilities of students identified as SEND and that lessons have sufficient pace, rigor and challenge;
4. ensure that students identified as SEND are provided with opportunities to participate as fully as possible in the life of the school in line with the schools policy on Social Inclusion and Equal Opportunities;
5. work in co-operation with the Headteacher, SLT and all teaching and support staff as appropriate to secure improvements in standards at KS2 and KS3 including the preparation of students identified as SEND for KS2 National Curriculum SAT's and any other external or school based tests;
6. evaluate the quality and effectiveness of lesson planning in respect of catering for the needs of students identified as SEND and ensure that this is in line with the schools policy on lesson planning;
7. undertake a regular subject self review as directed (see previous section);
8. ensure that students identified as SEND have their work regularly marked and that these students are being given specific feedback on how they can improve their attainment in line with the schools marking and assessment policy;
9. ensure that the progress of students' identified as SEND is regularly assessed and recorded using the schools agreed assessment systems and that assessment data is used to track individual students and plan for their future learning needs in line with statutory requirements, LA requirements and best practice guidelines as detailed in the schools agreed policies on assessment, recording and reporting;
10. maintain a portfolio of assessed work on SEND students which may be used to assess need and / or to monitor progress and attainment;
11. analyse data relating to standards and performance by students identified as SEND in order to evaluate the strengths and identify areas for further improvement in the schools SEND provision and to use the results of data analysis to plan developments and set future teaching and learning targets;
12. ensure that termly progress reports provide parents with students identified as SEND with sufficient information to allow them to assess their child's progress and attainment in the context of their identified needs;
13. Undertake the production of provision maps, EHCP reviews and other referral documentation and where appropriate arrange meetings with parents to review and discuss these documents.
14. hold regular meetings (minimum of one per half term) for the purpose of discussing with staff issues relating to the management, organisation and teaching of students identified as SEND and to facilitate information exchange. (These meetings should have a published agenda and minutes);

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15. attend, and contribute, to curriculum, staff and Governors meetings, Teacher Training Days, curriculum evenings etc, as and when appropriate;
  16. ensure that work of students Identified as SEND is regularly displayed and that displays are of high quality in terms of content and presentation and where possible are interactive;
  17. fulfil designated teaching duties if required (see Form Tutor job specification);
  18. undertake any additional duties as are necessary to fully discharge your professional responsibilities.

**Signature of Post holder** .....

**Date** .....

**Julie Hodgson.**  
Headteacher

**June 2021**