



Compass
Academy Trust

Job title:	SEND LEADER/SENCo (Marian Vian & Oak Lodge)	
Reports to:	Head Teachers, Executive Head Teacher and CEO	
Scale/FTE:	Leadership Scale L4 – L8	Hours: Full time, Permanent

Key Purpose:

- To support the strategic direction of SEND provision at Marian Vian and Oak Lodge
- Have oversight of the day-to-day operation of the SEND policy with the aim of providing high aspirations and raising SEND pupil outcomes.

Responsible to: Executive Head Teacher, Head Teachers, CEO and the Board of Trustees (including the Local Governing Body)

Main Responsibilities and Duties

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document' (see class teacher job description);
- To ensure that the role of the SENCo is carried out effectively in accordance with statutory guidance and best practice;
- To be the Pupil Premium Champion;
- To be one of the designated safeguarding leads;
- Assume an active role on the SLT;
- Lead, develop and manage inclusive practice throughout the school;
- To work collaboratively across the Compass Academy Trust as a whole.

General Duties

- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENCo;
- To have due regard and understanding of the requirements of the SEND Code of Practice;
- To manage and evaluate the outcomes of provision mapping, intervention programmes and support for children with Special Educational Needs and those in receipt of Pupil Premium;
- To liaise and work with external agencies to secure high quality outcomes for children;
- To take responsibility for leadership of Inclusion: SEN, EAL, Pupil Premium, Social and Emotional Aspects of Learning;
- To lead and line-manage the SEND Team;

Strategic Development

To contribute to the discussion of the schools' aims and policies and participate in the implementation of policies, plans, targets and practices.

- Plan and assess pupils' learning using knowledge of school and Trust policies, schemes of work and the National Curriculum and broader curriculum requirements.
- To play an active role in ensuring that school policies and practices are adhered to throughout all Key Stages.
- In partnership with the leadership team, monitor and evaluate the quality of teaching and learning throughout the school especially in relation to SEND.
- Help others to evaluate the impact of their teaching on pupil progress and support / advise practitioners on inclusive, impactful strategies.
- Ensure continuity and progression through the analysis of pupil performance data, the assessment of progress and support for teachers with target setting and appropriate provision.
- Work with other teaching and learning leaders in school to ensure coherence and consistency in curriculum progression.
- Ensure that the Executive Head Teacher, Head Teachers, senior leadership teams and Governors are informed about policies, plans, priorities and targets for SEND and that these are included in the school development plan.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.

Teaching and Learning

To monitor and support the achievement of children

- To monitor data for groups of children to ensure that no groups are underperforming;
- To support teachers with the personalised teaching and learning provision to meet the needs of individual children or groups.

To secure and sustain effective teaching for individuals, groups and classes.

- To be an outstanding inclusion practitioner who knows and understands how pupils learn.
- To be an exemplar of high quality teaching and learning and use this to support and challenge others.
- To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.

Special Educational Needs and Disabilities

- To ensure that agreed record keeping is established and maintained;
- To ensure policies and procedures in relation to SEND are up to date;
- To ensure that review meetings are planned and carried out as necessary (e.g. One Plan/EHCP);
- To be available to support parents as required;
- To liaise with outside agencies as required;
- Keep up to date with relevant developments in the area of SEND to ensure these are reflected in the school policies and procedures.

Leading and Managing Staff

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

- To line-manage the SEND team, carrying out day-to-day performance management and ensuring that CPD needs are addressed.
- Carry out performance appraisal in line with agreed policy and procedure.
- Provide high quality professional development to staff, as required.

Deployment of Staff and Resources

To develop, monitor and control resources within the teaching area.

- Establish resource needs for the school and advise the head teachers and senior leadership teams of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy support staff effectively and take a line-management role with key members of the Inclusion team.

Other responsibilities relative to this Role are:

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Proactively promote and demonstrate Compass Academy Trust's vision, values and ethos in all aspects of work.

Ensure that all duties and services provided are in accordance with the Trust's Equality Information and Objectives Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.

Details and emphasis are subject to amendment and revision in the light of the changing needs of Compass Academy Trust. This will always be in consultation with the post holder and any additional training needs identified and discussed with the post holder's line manager.

Compass Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is exempt from the Rehabilitation of Offenders Act (1974). The amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.