

Job Description

Job title: SEND Strategic Provision Co-ordinator (SSPC)

Main purpose of job:

The SEND Strategic Provision Co-ordinator (SSPC) is responsible for leading and coordinating the development and implementation of whole academy strategies that enhance the educational experience and outcomes for students with special educational needs and disabilities (SEND).

The SSPC will set high professional standards and expectations to support monitoring the outcomes of learning of SEND students.

The role is in addition to the role of a classroom teacher, adding capacity in providing professional leadership for SEND students and to secure high-quality teaching, high standards of learning and achievement for all students, and to contribute towards the effective use of resources.

The current School Teachers' Pay and Conditions Document and the DfE Teachers' Standards apply to the professional duties of all teachers in all teaching posts.

Department: SEND / Teaching Subject Specialism

Location: Plume Academy

Position reports to:

Whole Academy Inclusion Lead

Position is responsible for:

Supporting the SEND Faculty

Length of contract: Permanent

Salary: Main to Upper Teaching PayScale Plus TLR
SEN1 £2,679

Key Responsibilities and Accountabilities

Main Duties:

Strategic Leadership

- Develop and oversee the implementation of a comprehensive SEND strategy aligned with the academy's vision, values and objectives.
- Create, implement, monitor and where relevant contribute to the effective delivery of an ambitious and inclusive curriculum for our SEND students (e.g. Year 7 Achievement Pathway, a Non-EBACC (Support) Curriculum at KS4).
- Strategically manage the provision for high profile SEND students, and support with their consultations and Annual Reviews.
- Collaborate with senior leadership to ensure SEND provision is integrated into the Whole Academy Strategic Priorities (WASP).

Coordination and Management

- Strategically oversee the effective transition of SEND students to the academy in all years including the transition to Mill Road (MRC), Fambridge Road (FRC) and Plume College.

- Ensure effective joint practice collaboration between the SEND and pastoral teams to best support SEND students and their families.
- Coordinate with teachers, teaching assistants, and external agencies to support students with SEND.
- Assist in the management and leadership of the SEND team, providing guidance, support, and professional development opportunities.
- In association with the WAIL, to the effectively implement appropriate LA key strategies within the academy, reviewing and updating internal provision, procedures and practices as required (e.g. Ordinarily Available Teaching Framework and Targeted Support)

Student Progress and Achievement

- Monitor and evaluate the progress of students with SEND, ensuring effective intervention strategies are in place.
- Use data to identify trends, inform practice, and report on the progress of SEND pupils to stakeholders.

Parental and Community Engagement

- Foster positive relationships with parents and carers, ensuring they are informed and involved in their child's education.
- Liaise with external agencies and community resources to support SEND pupils and their families particularly with respect to high profile students who may require additional support and guidance with alternative provision or curriculum pathways.

Compliance and Best Practice

- Ensure compliance with SEND legislation and guidelines, including the SEND Code of Practice.
- Promote best practices in SEND teaching and learning across the academy.

General SEND Duties and Responsibilities

Strategic development of SEN Policy and Provision

- Maintain a strategic overview of provision for SEND students across the school, monitoring and reviewing the quality of provision
- Contribute to the academy's self-evaluation (i.e. WASP), particularly with respect to provision for SEND students
- Coordinate with the WAIL and SENDCo to ensure the SEN policy is put into practice and its objectives are reflected in the Whole Academy Strategies Priorities (WASP)
- Contribute to the creation, evaluation and deployment of all policies relating to SEND ensuring that they are compliant with current legislation and guidance.
- Maintain up-to-date knowledge of national and local initiatives that may affect the academy's policy and practice
- Evaluate whether funding, particularly for high-profile SEND students, is being used effectively, and suggest changes to make use of funding more effective.

Operation of the SEN Policy and Co-ordination of Provision

- Coordinate with the WAIL and SENDCo to maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching SEND students (particularly high-profile), and advise on the graduated approach to SEN support

- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with feeder primary schools, other secondary schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for our SEND students
- Support the implementation of intervention groups for SEND students and evaluate their effectiveness
- Ensure SEND policy and systems are consistently deployed across all areas of the academy through systematic monitoring and evaluation

Support for SEND Students at Plume Academy (in collaboration with the SENDCo)

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents/carers
- Ensure if a student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the Joint Heads of Academy, Board of Trustees, SENDCo and Second in-charge of SEND to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Board of Trustees is required to publish
- Contribute to the WASP and whole-academy policy
- Identify training needs for staff and how to meet these needs
- Lead relevant INSET for staff
- Share procedural information, such as the academy's SEN policy
- Promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for our SEND students
- Lead staff appraisals and produce appraisal / performance management reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for SEND students
- Remain alert to the fact that students with SEND may be more vulnerable to safeguarding challenges

General Teacher Duties and Responsibilities

Quality of Learning

- Ensuring that their lessons are planned in accordance with the schemes of work for each course
- Ensuring that they are aware of the prior learning and special needs of their students
- Ensuring that they set high expectations for the achievement and behaviour of their students
- Ensuring that academy curriculum policies for marking, assessment, setting, target setting, recording and reporting are enacted
- Ensuring that progression and continuity is achieved across the key stage and between the key stages

Ethos and Environment

- Dealing appropriately in the first instance, with behavioural issues in the classroom, seeking support where necessary in line with the academy's behaviour management policy
- Ensuring a consistent ethos in line with the Plume Academy Code of Practice
- Ensuring that the quality of appearance and order of their teaching area is of a high standard
- Adhering to health and safety procedures

Staff Development

- Participating in staff development activities
- Taking opportunities to develop their own skills and understanding in relation to their role

Other Activities

- Promoting the general progress and well-being of individual students and of any class assigned
- Communication and consultation with parents of students in line with academy policy
- Participating in meetings arranged for any of the purposes described above

Whole Academy

- Contributing to extra-curricular activities
- Participating in whole academy planning and developments through working parties and groups

General

- 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 and safety in the workplace
- ensure that all duties and services provided are in accordance in the academy's Equal Opportunities Policy

The SSPC will be required to safeguard and promote the welfare of children and young people and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SSPC will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Joint Heads of Academy or Whole Academy Inclusion Lead.

The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.



Date of next review: Annually in line with the Performance Management Review (PMR) process.

Person Specification - Qualifications and Experience	Essential	Desirable
Has qualified teacher status with a degree qualification and NASENCo Qualification		
Evidence of further professional study		
Outstanding classroom teacher preferable with experience in all key stages		
Evidence to confirm undertaking recent CPD in the area relevant to this post		
Experience of successfully managing whole academy issues and initiatives particularly those relating to SEND.		
Experience of accurate year/key stage/subject self-evaluation and improvement planning in order to raise standards		
Experience as a manager of leading, motivating and managing staff effectively to raise standards and evaluate the impact of initiatives(s)		
Ability to hold people accountable and manage performance effectively		
Experience of promoting excellence and challenging poor performance		
Experience of managing staff and students to resolve conflict		
Experience of responsibility in a curriculum area and/or SEND.		
Knowledge, Skills and Abilities	Essential	Desirable
Ability to lead the development of relevant SEND and behaviour strategies within the academy including leading CPD		
Has the ability and ideas to ensure that Plume Academy continues to build upon its reputation		
Demonstrates outstanding leadership traits and is comfortable as a team player		
Knowledge of recent/current educational developments, initiatives and legislations and how they might impact upon the academy		
Ability to utilise data effectively to monitor progress and evaluate performance		
Up to date knowledge of curriculum and assessment developments		
Has the knowledge, understanding and experience of additional support and outside agencies to assist in meeting students' needs		
Ability to initiate and lead change and maximise human and other resources		
Has good organisation skills, the ability to delegate effectively and make sound judgements when working under pressure		
Knowledge and understanding of safeguarding issues		
Ability to involve parents/carers, trustees, teachers, students, and other stakeholders constructively in planning improvements for the academy		
Personal Qualities	Essential	Desirable
Treats people fairly, equitably and with respect to maintaining positive working relationships		
A proven record of sustained outstanding classroom practice, demonstrating significant value added to achievement levels		
Ability to maintain trust and be highly respected by staff		
Ability to chair meetings effectively and delegate		
Has high expectations and shows a passionate commitment to developing the best in young people, with a relentless focus upon ensuring outstanding attainment and outcomes		
A creative and imaginative thinker who has the ability to identify innovative solutions to problems		
Has a record of successful working with parents as partners in learning		
Committed to on-going research into strategies that can be adapted for successful implementation at Plume Academy		
High level of communication skills both written and verbal and ability to address a range of audiences		
Commitment to safe-guarding and promoting the welfare of young people		