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| --- | --- |
| **Purpose:** | To carry out the duties and professional responsibilities of an SENDCO in accordance with the Teachers**’** Pay and Conditions and other relevant statutory provisions  As a member of the school’s senior leadership team, to support the Headteacher in leading the staff and pupils of the school by:   * Modelling the highest standards of professional conduct; promoting high expectations of all staff and pupils * Ensuring the well-being and development of every pupil * Formulating the aims and objectives of the school * Establishing the policies through which these shall be achieved; managing staff and resources to that end * Monitoring and evaluating progress towards the achievement of the school’s aims and objectives * Contributing to the self-evaluation and planning cycles * Undertaking strategic planning which will aid the production of the School Development Plan; leading designated strategic developments * Taking responsibility for SEND provision and progress within the school and line managing relevant staff * Undertaking monitoring/ evaluation functions with regard to teaching and learning * Contributing to the performance management and professional development of colleagues * Ensuring the effective day to day running of the school, including being available to respond to unplanned situations which arise, in accordance with TWGGS policies * Communicating with all stakeholders pertinent to the role * Fostering and supporting extracurricular activities in the interest of the school community |
| **Qualities and Skills** | The SENDCO will:   * Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct * Have an understanding of, and an empathy with, the aims and ethos of the school * Either hold, or study towards and gain, the National Award for Special Educational Needs Co-ordinators * Build positive and respectful relationships across the school community * Serve in the best interests of the school’s pupils * Demonstrate the ability to critically reflect upon one’s leadership and impact * Be strongly committed to the professional development of themselves and others * Have knowledge and understanding of relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation, and how these apply to students with EHC plans/statements, as well as those without * Have enthusiasm and stamina, with a positive outlook and attitude * Be a committed team player * Have the ability to be flexible, to manage the many demands on time and energy, to maintain high professional standards, and to remain calm under pressure * Demonstrate professionalism, confidentiality and sensitivity, as appropriate * Act as a sounding board and ‘critical friend’ to the Senior Leadership Team, valuing honesty and challenge |
| **Specific responsibilities/**  **accountabilities**  **(to be reviewed and adjusted from time to time)** | To lead and manage all aspects relating to SEND:   * SEND Policy – write the policy, review annually; ensure school meets its legal obligations under the SEND Code of Practice * Analyse and interpret relevant national, local and school data, plus research and inspection evidence to inform the SEND Policy, practices, expectations, targets and teaching methods * Ensure that effective systems are in place to identify and meet needs under the SEND Policy * Day-to-day operation of provision for pupils with SEND * Work closely with the Assistant HT Pastoral, SEND admin support, HLTA and TAs * Communication with parents/ carers * Liaison with other agencies and specialist provision * Lead on Inclusion, including engagement with the Local Inclusion Forum Team (LIFT) * Provide professional guidance and training for staff in the areas of SEND in order to   secure high quality teaching and learning. Encourage all members of staff to recognise  and fulfil their statutory quality first responsibilities to students with SEND.   * Identify and develop study skills to support SEND pupils in their ability to learn more effectively * Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEND. * Track SEND pupil progress, and evaluate the effectiveness of specific teaching and learning techniques * Effective use of resources to bring about improved standards of achievement for   SEND pupils   * Lead on access arrangements for public examinations, applications and   implementation   * Ensure effective transition for pupils with SEND, from KS2, mid-school and into the   Sixth Form, working with other schools and specialist provision as appropriate   * Provide regular information to the Headteacher and Governing Body (at least annually) on the evaluation of the effectiveness of provision for pupils with SEND/AN, to inform decision making and policy review. * Be a Deputy Designated Safeguarding Lead   To take responsibility for a number of development projects:   * To be determined in conjunction with the successful candidate, depending on skills, experience and school need   To line manage staff relating to SEND provision; at present, this is SEND admin, one HLTA and one TA. There will also be responsibility for carrying out the performance management and appraisal of three/ four teaching colleagues.  To support a number of governors’ committees - (area/s to be determined) |
| **Reporting to** | Headteacher; Governors’ Committees and Full Governing Body, as required |
| **Working Time** | Full time |
| **Salary range** | L11 to L15 (£54,091 - £59,581) |
| **Teaching** | To undertake an appropriate programme of teaching commensurate with the role, in accordance with the duties of a classroom teacher (approx. 21 hours per 2 weeks) |
| **Additional Duties** | * To play a full part in the life of the school. * To support its distinctive aims and ethos and to encourage staff and pupils to follow this example |
| **Outcomes** | * Staff and pupils feel well led and look to the SLT for inspiration and example * The school meets the performance targets agreed with Governors * The school receives favourable judgements from self-evaluation and inspection * Standards in linked areas are high or rising * The school’s Strategic and Development Plans are carried out effectively * Monitoring, evaluation and review are effective and support the planning process * Performance management/ appraisal of designated staff is carried out promptly and in accordance with school policy |

***DUTIES AND RESPONSIBILITIES OF THE SENIOR LEADERSHIP TEAM***

**School Culture and Shaping the Future**

*The Senior Leadership Team (SLT) will work to build a school culture and create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of TWGGS.*

Senior Leaders will:

* Establish and sustain the school’s ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
* Ensure the vision and values for TWGGS are clearly articulated, shared, understood and effectively acted upon, translating the vision into agreed objectives
* Create a culture where pupils and staff experience a positive and enriching school life; establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
* Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
* Uphold ambitious educational standards which prepare pupils from all backgrounds, including those with additional and special educational needs and disabilities for their next phase of education and life
* Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and respect, which are understood clearly by all staff and pupils; ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy; ensure that adults within the school model and teach the behaviour of a good citizen
* Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
* Initiate, lead and manage change at whole school level.
* Ensure that strategic planning and the school’s culture and curriculum take account of the richness and diversity of modern Britain, and the values and context of TWGGS and the community

**Managing the Organisation**

*The SLT will provide effective management of the school and seek continuously to improve organisational structures based on self-evaluation.*

Senior Leaders will:

* Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
* Create organisational structures which reflect the school’s values, and enables the management systems, structures and processes to work effectively in line with legal requirements
* Produce and implement clear, evidence-based well-targeted operational plans/ improvement strategies and policies for the development of the school and its facilities, ensuring these are realistic, timely, appropriately sequenced and suited to the school’s context
* Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds to achieve the school’s educational goals and priorities
* Recruit, retain and deploy staff appropriately, in compliance with the Safeguarding Policy and guidance on Safer Recruitment, and with due attention paid to workload
* Motivate, challenge and support staff in the performance of their duties through the appropriate monitoring and evaluation systems ; encourage team working and contributions from all levels
* Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
* Manage and organise the school’s environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
* Ensure rigorous approaches to identifying, managing and mitigating risk
* Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
* Ensure maximum use is made of technologies to effectively and efficiently manage and develop the school

**Leading Teaching and Learning**

*The SLT has a central responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture, which will impact on all pupils’ achievement.*

Senior Leaders will:

* Ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every pupil’s learning
* Demonstrate and articulate high expectations and set stretching targets for the school to ensure pupils achieve and progress; develop and implement effective marking, feedback, tracking and target-setting to ensure strong pupil progress
* Identify pupils’ additional needs and ensuring that appropriate provision is made to meet these needs
* Sustain creative, responsive and effective approaches to learning and teaching, including harnessing of new technologies
* Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Implement strategies which secure continued high standards of behaviour and attendance.
* Determine, organise and implement a broad, structured, challenging and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
* Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
* Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines
* Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
* Ensure valid, reliable and proportionate approaches are used when assessing pupils’ knowledge and understanding of the curriculum
* Monitor, evaluate and review classroom practice and promote improvement strategies; challenge underperformance wherever it appears, and ensure action is taken to secure improvement.

**Developing Self and Working with Others**

*Effective communication and relationships are key to effective leadership. The SLT needs to build a professional learning community which enables others to achieve*.

Senior Leaders will:

* Treat people fairly, equitably and with dignity and respect, to create and maintain a positive culture
* Ensure members of staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs. These should draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning
* Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Acknowledge the responsibilities and celebrate the achievements of individuals and teams
* Build a collaborative learning culture. Develop and maintain a culture of high expectations for self and for others. Ensure a culture of staff professionalism
* Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others
* Manage own workload and that of others to allow an appropriate work/life balance

**Securing Accountability**

*With values at the heart of leadership, the SLT has a responsibility to the school and is accountable to a range of groups****,*** *particularly pupils, parent and carers, and governors.*

Senior Leaders will:

* Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
* Ensure the school fulfils its statutory duties with regard to the SEND code of practice
* Establish and sustain professional working relationship with the Governing Body
* Work with the governors (providing information and objective advice) to enable them to meet their responsibilities
* Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
* Ensure individual staff accountabilities and professional responsibilities are clearly known and understood and are subject to rigorous review and evaluation
* Develop and present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers

**Strengthening Community**

*The SLT should engage with internal and external partners to secure equity, and collaborate strategically and operationally to bring positive benefits.*

Senior Leaders will:

* Create and promote positive strategies for challenging prejudice and dealing with harassment, bullying and any other persecution.
* Co-operate and work with relevant agencies to safeguard children
* Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
* Collaborate with other organisations in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and, where appropriate, their families
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development
* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich pupils’ learning experiences, TWGGS and its value to the wider community
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other establishments and promoting innovative initiatives
* Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils
* Promote the values and ethos of TWGGS, epitomised in the school’s motto “Give your Best”

*Not all the above duties will need to be performed all the time and will vary according to the needs of the school at different times.*