

## SENDCo & DSL

## Role Outline

**Letter from the Headteacher**

Dear Potential Candidate,

Thank you for showing interest in our SENDCO & DSL role at Bedford Road Primary Academy. This is an exciting opportunity for either a current SENDCO/aspiring SENDCO to take their next step into leadership.

The successful candidate would lead on both SEND and Safeguarding across the school, supported by the Assistant Headteacher (Behaviour and Inclusion) and the Headteacher. This post would be part of the Senior Leadership Team. Currently, we see this post being 0.2 teaching and 0.8 leadership of SEND and safeguarding. This would be flexible, dependent on the needs of the school and the experience of the successful candidate.

Our vision is to enable every one of our children to acquire the knowledge and skills needed for academic excellence, in an environment which is safe, happy and enjoyable, which also supports them to develop a love of learning that will continue throughout life. We want our children to ‘Believe and Achieve Together’.

We really value the diversity of our community and the richness that diversity brings to our school. Developing successful relationships with parents and carers and our local community, based on the principles of Care, Courtesy and Consideration, are central to ensuring that everyone who is part of Bedford Road, but especially the children, have a happy and successful school experience.

I am extremely proud, as Headteacher, to lead such a supportive and committed team and feel privileged to be working with such wonderful children. I believe that the relationship we have with our parents and carers is crucial to ensuring the children's on-going success and to this end, we will continue to build those relationships, valuing the role parents and carers make as the children's first and continuing educators.

Alex Holdsworth

Headteacher

**Purposes of the post/Job Description: SENDCO & DSL**

To support the Headteacher in managing and leading SEND and Safeguarding across the school

**Professional Duties**

A SENDCo has the same professional duties as classroom teachers. In addition, the SENDCo is required to do the following:

1. **Leadership**

* To assist the Headteacher in planning strategically for future developments in the school and implementing the school’s SEND vision and strategy.
* To assist the Headteacher in monitoring and improving the quality of the curriculum and teaching and learning for SEND pupils across the school.
* To assist the Headteacher in developing and implementing a programme of school self-review.
* To play a role in the evaluation, co-ordination and implementation of the School Development Plan.
* To play a full and active part in developing the ethos of the school including leading assemblies on a regular basis
* To lead on safeguarding in collaboration with the Headteacher and other Deputy Designated Safeguarding Leaders
* Alongside the Headteacher, Deputy Headteacher and Assistant Headteacher, take responsibility for dealing with the behaviour of children, including lunchtimes.
* To promote good staff morale and set an example of professional behaviour for other staff through own conduct while in school.
* To take on specific tasks related to the day-to-day administration and organisation of SEND as requested by the Headteacher.
* To teach and support teaching
* To take on additional responsibilities that might arise from time to time.

1. **Safeguarding**

* To be part of the designated safeguarding team as the Designated Safeguarding Lead.
* To take responsibility for ensuring that all staff understand and follow safeguarding policies.
* To ensure that all teaching and support staff are fully inducted in and made aware of the school safeguarding procedure including knowing the names of the Designated Safeguarding Lead and Deputies (DSL/DDSL).
* To be responsible for monitoring that all safeguarding policies and procedures are followed by all teaching and support staff.

1. **Stakeholders**

* To foster good relationships between all members of staff, with parents, the governing body, the local community and outside agencies.
* To attend Governing Body meetings, committee meetings and other community meetings, as appropriate.

1. **Specific Tasks**

**SENDCo**

* To hold a strategic overview on SEND
* To co-ordinate and support the SEND & Inclusion Team
* To manage and develop programmes of work that support students who have special educational needs and require targeted intervention
* To maintain, review and adapt SEND tracking and records, including SEND paperwork like IEPs, EHCPs, annual reviews etc.
* To monitor and evaluate the work of the team in order to maximise children’s attainment
* To work with the class teachers and support staff to develop SEN strategies into the curriculum
* To work with class teachers to ensure supported lessons providing adapted material for all students
* To assist staff in the acquisitions and preparation of resources which will facilitate wider inclusion of all students
* To promote a safe and secure learning environment
* To co-ordinate liaison with school staff, outside agencies and parents
* To line manage SEND support staff
* To attend welfare team meetings and ensure actions are carried through
* To hold SEND focus groups and listen to the pupil voice and stakeholders
* To input into governors meetings
* To identify CPD gaps and provide training for staff where appropriate
* To liaise with the Headteacher about priorities for the use of resources
* To ensure provision for students with SEND is effective and appropriate to their needs
* To liaise with nursery and secondary schools for transfer information
* To keep up to date with the relevant legislation and policies
* To support assessment procedures for SEND pupils
* To work with parents to maintain regular contact to keep them informed of their child’s need and of their progress, and to maintain positive family support and involvement
* To work with staff, students and parents to devise and implement successful support plans

**5. Other expectations of the role**

* Adhere to the School and Trust’s Safeguarding Policies.
* Work within the school’s Health and Safety Policy to ensure a safe working environment for staff, students and visitors.
* Engage actively in the performance review process.
* Adhere to policies as set out in the governors and staff handbook.
* Comply with the Data Protection Act/ GDPR.
* Undertake other reasonable duties related to the job purpose required from time to time.

**6. Review and Amendment**

This Role Outline should be seen as enabling rather than restrictive. Other reasonable requests for support may be made by the Headteacher. The role description will be subject to regular review.

**Equal Opportunities and Safeguarding**

The Knowledge Schools Trust is committed to equality of opportunity and to safeguarding children. Successful candidates will be subject to an enhanced Disclosure and Barring Services check and other employment checks.

Role Outlines are intended as reference documents which identify main responsibilities and activities.

This Role Outline may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time in consultation with you. It may include other tasks reasonably requested and agreed with your Line Manager.

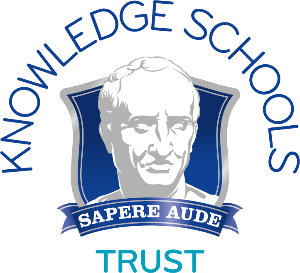
Signed: .................................................... Date: .................................................

Signed: Knowledge Schools Trust

**Personal Specification: SENDCo & DSL**

**All candidates must be able to meet the professional standards for teachers**

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|  | **All essential unless stated otherwise** |
| **Qualifications** | * Educated to degree level * Qualified teacher status * SEND Qualification * Experience of being at least a Deputy DSL * DSL Level 3 Qualification |
| **Professional knowledge, understanding, skills and attributes** | Have a thorough understanding of:   * statutory National Curriculum requirements at the different key stages * successful teaching experience * successful leadership experience (Desirable) * Practicing SENDCO/Asst. SENDCO with experience and understanding of complex SEND (Desirable) * Sound knowledge of the SEND Code of Practice and other legislation, understanding how to be compliant. * Understanding of safeguarding and child protection procedures. * Child-centred approach, supporting students to be aspirational and encouraging them to work with increased independence, developing them for the future and life beyond school * Experience of clear and concise reporting of SEND data and supporting evidence. (Desirable) * Maintaining an up-to-date knowledge of both local and national educational/organisational strategies which may influence the school. * Ability to contribute to the collection, analysis and use of data on pupil progress and performance to raise standards * Ability to support the senior leadership team in setting and achieving challenging targets * Ability to provide clear direction and lead by example * Ability to work in partnership with stakeholders * Ability to work closely with and support the Headteacher in achieving the school’s aims * Ability to support effective communication between the senior leadership team and staff and the school’s community * Experience of leading INSET * Understand the principles of effective learning and the ability to promote a culture of learning throughout the school * Experience of promoting the personal, social, moral, cultural and spiritual development of pupils * Ability to support the Headteacher in creating and maintaining positive behaviour * Understanding of the factors which create barriers to learning and the ability to implement appropriate strategies for reducing inequalities and promoting social inclusion * Successful experience of creating and maintaining effective partnerships with parents to support pupils learning * Understanding of statutory requirements and legislation concerning Equal Opportunities, Health & Safety, SEN and Safeguarding * Understanding of theory and practice for providing effectively for the individual needs of all children (e.g. learning strategies) * Demonstrate a sound knowledge of effective teaching and learning strategies, effective planning and record keeping procedures * Be aware of the needs of children from diverse ethnic and cultural backgrounds, including those of whom English is an additional language and know how to meet those needs * Be able to work with colleagues and eagerness to further develop * Be able to communicate clearly and effectively, both orally and in writing; * Show commitment, enthusiasm and energy for raising pupils’ achievement |
| **Personal qualities** | **To be:**   * Approachable and committed * Self-motivated and able to motivate others * Well-organised and act calmly under pressure * Flexible, embracing change and able to make quick responses * Discrete, confidential and highly professional in all aspects of the job |



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