Marden Bridge Middle School

Empowering Minds Inspiring Futures

Job outline

Post Title	SENDCO
Permanent / temp	Permanent
Full time equivalent	1.0
Scale	Leadership L7-L11
SEND Allowance	n/a
Responsible to	Headteacher
Responsible for	SEND & LAC
Job purpose	• To lead the SEN support staff team in the school. • To lead the provision for children with Special Educational Needs. • To ensure that appropriate provision is made for all children with Special Educational Needs within the school, so that their needs are met, and they make the best possible progress, in accordance with the school's aims. • Specifically, to organise, manage and help deliver an appropriate range of interventions to ensure SEN pupils make good progress and to co-ordinate the procurement and employment of appropriate resources to enable this to happen. • To ensure that SEN pupils have full access to extra-curricular opportunities and other activities that will motivate and engage them to make progress as individuals and with their learning. • To liaise with and advise the Headteacher on the effective management and spending of the SEN funds to achieve the best possible outcomes. • To recruit, train, and manage support staff to provide effective support and to deliver effective interventions. • To ensure the SEN Code of Practice is fully adhered to. • To train and monitor staff to provide reasonable interventions in the classroom.
Job content	• To lead the SEN support staff team in the school using an appraisal. • To ensure that SEN pupils have full access to extra-curricular opportunities and other activities that will motivate and engage them to make progress as individuals and with their learning. To liaise with and advise the Headteacher on the effective management and spending of the SEN funds to achieve the best possible outcomes. To recruit, train, and manage staff to provide effective support and to deliver effective interventions. • To ensure, through appropriate teachers' differentiation, that SEN pupils have equality of opportunity. • Oversee transition with feeder First Schools and High Schools over SEN pupils and issues, and ensure records are passed on. • Work with SLT to ensure the SEN register is updated at the start of each term (and regularly thereafter), and staff are fully informed about relevant issues and concerns at the start of each year. • Ensure Learner Profiles, interventions, or similar provision mapping is in place for all pupils with SEN and that all staff are aware of these and act on the targets identified. To carry out appropriate monitoring of these SEN documents.

	• Review and assess EHCP consultation requests to determine whether pupil needs can be effectively met within the setting, providing professional challenge and liaising with the Local Authority where provision, placement, or resourcing requires clarification or reconsideration. • Ensure SEN reviews are organised, paperwork processed, and parents are kept fully informed about the progress of their child. • Champion the needs of SEN pupils within the school, ensuring that the SEN budget is spent effectively to support, engage, and motivate those pupils, and ensure pupils make appropriate progress so that the attainment gap between them and their peers is narrowed • Liaise with and advise the Headteacher and Governors over the effective management and spending of the SEN budgets to achieve the best possible outcomes. • Monitor the progress of SEN pupils closely, managing data collection and analysis, to inform the School Development Plan and Self-Evaluation Document. • Ensure appropriate interventions are arranged for pupils to close the gap and address issues for those SEN pupils who are falling behind, underachieving, or otherwise causing concern • To check on the effectiveness of SEN interventions. • Liaise with the Assistant Headteacher to promote effective teaching and learning strategies that engage SEN pupils, ensure they get good feedback and make good progress - including the design and delivery of appropriate training and development activities for staff • Monitor the progress of SEN and pupils across the curriculum, observing them in lessons and working with staff to ensure their needs are recognised and met, and they make good progress • Help to recruit, train, and manage staff to deliver effective interventions for SEN pupils, including working with the existing support team to ensure staff are delivering effective interventions that are recorded, monitored, and evaluated effectively. Also, to deliver some interventions • Coordinate the procurement, employment, and delivery of appropriate resources to enable effective interventions to take place for SEN pupils • Liaise with the school's support team over the allocation and use of classroom support across all year groups to achieve the aims of the school and ensure SEN pupils are supported, their needs are met, and their performance is monitored effectively • Liaise with the parents of SEN pupils and offer them advice and guidance on ensuring their children are well supported, fully engaged with their education, and making good progress, to include co-ordinating and delivering parental training sessions • Liaise with support staff to communicate with parents, other colleagues, and outside agencies when necessary, about matters of pastoral care and for the general development and well-being of SEN and pupil premium pupils • Keep up to date with research relating to SEN and to advise colleagues on its content • Attend designated Senior Leadership Team Meetings and participate fully in the decision-making process, representing the interests of SEN pupils in the process

	• Liaise efficiently and effectively with teachers in different year groups and feeder and destination schools to ensure the smooth transition and continued good performance of SEN pupils as they move on and develop from year to year • To seek transition information for pupils coming to the school from Y4-5, and also any other transition points. • To provide transition information for pupils leaving the school to WBHS or any other school. • To be the senior mental health lead within the school and coordinate all resources. • Ensure the strategic oversight, coordination, and effective deployment of mental health and well-being resources across the school, promoting a proactive and inclusive culture of support. Work collaboratively with staff, external professionals, and families to identify emerging needs, implement evidence-based interventions, and monitor impact. • Provide guidance and training for staff to strengthen early identification and response to mental health and wellbeing, and ensure clear referral pathways are in place. Regularly review provision to ensure resources are used efficiently, equitably, and in line with statutory guidance and whole-school priorities.
Looked after children (LAC)	• To be the designated LAC teacher • To liaise with outside agencies regarding LAC pupils • To liaise with Heads of Year regarding LAC pupils
Deputy DSL	• Be a member of the designated safeguarding team • Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils • Attend weekly safeguarding meetings • Carry out safeguarding-related tasks as directed by the DSL • Arrange and hold TAF meetings, completing EHA paperwork when required • Attend core team meetings and CP conferences, preparing reports as required • Maintain accurate safeguarding records • Operate within all best practice and statutory guidelines for safeguarding

MARDEN BRIDGE MIDDLE SCHOOL
Person specification

Post Title	SENDCO
Permanent / temp	Permanent
Full time equivalent	1.0
Scale	L7-11
TLR allowance	N/A
Responsible to	Head Teacher
Responsible for	SEND

ESSENTIAL	DESIRABLE	ASSESSMENT MEANS
Skills / knowledge / aptitudes		
Knowledge of • National Curriculum • Relevant guidelines • Safeguarding responsibilities	• AfL strategies • APP	• Interview
Ability to • Work cooperatively as a team member • Motivate pupils and promote high expectations • Attain high standards of learning and progress • Communicate effectively • Support others • Use ICT effectively	• Teach a subject • Contribute to the wider life of the school	• Application • Interview • Reference
Qualifications/training		
• Qualified teacher status • Relevant teacher training course • NASEEN	• Relevant CPD	• Application • Interview
Experience of		
• Teaching at Key Stage 2/3		• Application • Interview • Reference
Disposition		
• Flexible, supportive team worker • Hard-working, enthusiastic, organised • Reflective practitioner • Cheerful, good-humoured • Resilient		• Application • Interview • Reference