

## SENDCo

## Role Outline

**Purposes of the post**

To support the Headteacher in managing and leading the school as a member of the extended School Leadership Team

**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 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 attend Senior Leadership Team meetings and contribute to the work of the team, leading projects where relevant.
* To play a full and active part in developing the ethos of the school including leading assemblies on a regular basis
* Alongside the Headteacher and Assistant Headteacher, to 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 write and manage timetables and rotas to assist the smooth running of the school day to day.
* To take on specific tasks related to the day to day administration and organisation of the school 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 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 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 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
* 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 differentiated 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 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 Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
* 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.

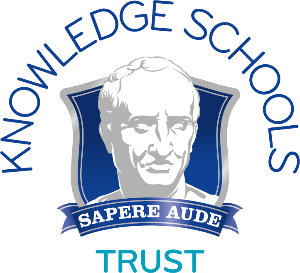
**Equal Opportunities and Safeguarding**

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.

**Personal Specification: SENDCo**

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

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|  | **Essential** |
| **Qualifications** | * Educated to degree level * Qualified teacher status * SEND Qualification * Evidence of commitment to own Professional Development |
| **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 * 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 * Able to use IT as a management tool * Ability to work in partnership with stakeholders * Ability to support the Headteacher in managing and enhancing the performance of all staff * Ability to work closely with and support the Headteacher and Deputy 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, through a restorative approach and high consistent expectations * 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 * statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Safeguarding * the theory and practice of 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 * knowledge of monitoring, assessment, recording and reporting of pupils’ progress * be able to create a stimulating, interesting and effective learning environment, which promotes high standards of behaviour and work * 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 * able to demonstrate good health and a good attendance record |
|  | **Desirable** |
| **Professional knowledge, understanding, skills and attributes** | * Minimum of five years teaching experience in at least two settings |



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