

Job Title:	SENDCo	Job Category:	Teaching
Department/Group:	Inclusion	Job Code/ Req#:	SEN1
Location:	BA	Travel Required:	Possibly
Level/Salary Range:	MPS/UPS TLR 2B + 1 SEN	Position Type:	Perm
Reports to:	Vice Principal	Weeks per year:	39.2
Job Purpose			
<ul style="list-style-type: none"> To support the SLT and Leaders of Learning in ensuring high quality teaching and learning incorporating individualised education programmes, target setting, attainment and provision for pupils with a range of educational and medical needs. Monitoring impact of intervention Staying abreast of all National and local policy in relation to SEND. 			
Job Description			
Role and Responsibilities The following are central to the role: <ul style="list-style-type: none"> To provide specific support to the Leader of Learning: Inclusion, in developing our inclusive and equality practices, including ensuring all requirements for statutory legislation are met To support the Academy Leadership Team in providing leadership and management of the school, pupils, staff and premises with specific regard to pupils with SEND. To lead aspects of whole staff training, for both teaching and learning support staff. To lead, manage and supervise the work of the Learning Support Assistants, including allocation of work (ensuring the co-ordination and delivery of intervention activities), the monitoring of workloads and the carrying out of appraisals. 1. Staff leadership <ul style="list-style-type: none"> To lead, manage and supervise the work of the Learning Support Assistants, including the allocation of work (ensuring the co-ordination and delivery of intervention activities), the monitoring of workloads and the carrying out of appraisals. Ensuring all requirements for statutory legislation are met, including ensuring the SEND code of practice is followed and that policies pertaining to Inclusion Support are updated as per statutory legislation and school policy Leading the development of whole school inclusion improvement and development in line with the School Improvement Plan. Leading the development of the Learning Support team's improvement plan, its implementation and review Ensuring all learning support staff work effectively, individually and in allocated teams, to fulfil the identified whole school inclusion aims and leading Performance Management of Learning Support Assistants as part of this process Being accountable for the quality of outcomes relating to pupils on the inclusion register, ensuring pupil progress is maximised at all levels of attainment by providing guidance on any 			

interventions, measuring the impact of and being part of the next steps decision making for those individual pupils.

- Ensuring the relevant data analysis is undertaken to effectively identify, target and track pupils requiring LSA support and/or intervention.
- Supporting the professional development of Learning Support staff by pro-actively identifying developmental needs and securing the appropriate development/support for staff, by highlighting these as appropriate to the Leader in Learning: Inclusion
- Ensuring all intervention and other additional support delivered by LSA's is effectively targeted and its impact clearly and effectively monitored and fed back to the subject leaders.
- To assist in the efficient operation of the school, including providing cover for support staff as necessary
- Liaise with and report to parents to ensure they are an integral part of the Inclusion Support mechanisms used to maximise pupil progress
- Model professional and productive relationships with all staff, parents, pupils and the wider community

2. Pupil progress

- Ensure the Inclusion Register is regularly updated using all possible indicators and evidence
- Ensure Provision Maps are effectively created and updated in order to regularly audit and assess the range and depth of support available to all pupils
- Use provided data to monitor the progress of individual and groups of pupils, to aid the process of setting and monitoring appropriately challenging targets for improvement
- Liaise as appropriate with other staff to track pupil progress and address underachievement at all levels of attainment
- Facilitate the specific provision of Wave 1/ 2/3 intervention strategies in conjunction with the relevant staff
- Assist teachers and Learning Support staff in planning, devising and extending appropriate educational activities for designated pupils, including overseeing the provision of SEND support plans with SMART targets
- Support and work with staff to provide short term targeted support with clear learning outcomes and full monitoring, evaluation and review.
- Support expectations of pupil behaviour and assist in securing appropriate standards of classroom management to create and maintain a purposeful and supportive environment for pupils learning.

3. Collaborative working

- Liaise with parents as required to ensure they are an integral part of the Inclusion Support mechanisms used to maximise pupil progress
- Liaise with outside agencies as required, including the completion of MAAG/CAF to access the appropriate support for pupils
- Meet regularly with the Leaders of Learning to develop inclusion and inclusive practices
- To develop links with cluster schools to ensure smooth transition processes are in place for pupils on the Inclusion Register

- To assist in the efficient operation of the Academy, including providing cover for support staff as appropriate

4. Other duties and responsibilities

- To lead and attend relevant meetings of and contribute to the work of the Care, Guidance and Support Team
- To monitor the suitability of the learning environment for pupils on the Inclusion Register
- To provide first aid / medicine under agreed school procedures where necessary, or assist with programmes of special care under the direction of the appropriate specialist
- To plan and teach lessons as required.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Qualifications and Education Requirements

Essential	Desired
<ul style="list-style-type: none"> • Educated to Degree level or equivalent • Qualified Teacher status • National SENDCo Qualification 	

Experience

Essential	Desired
<ul style="list-style-type: none"> • Ability to use IT effectively. • High quality teaching to pupils of all abilities. • Collaborative Teaching methods and working with colleagues in the preparation, assessment and monitoring work • Excellent skills in managing student behaviour • Demonstrable experience of improving pupil outcomes • High quality outcomes 	<ul style="list-style-type: none"> • A record of continuous professional and career development • Leadership experience, including managing staff and pupils

Knowledge & Skills

Essential <ul style="list-style-type: none">• Must be well presented and organised• Excellent communication and organisation skills• Ability to work hard under pressure whilst maintaining a positive, professional attitude• Ability to organise and prioritise workload and work on own initiative• Excellent creative teaching ability• Understands requirements for an effective inclusion setting• Developing differentiated schemes of learning• Knowledge of effective target setting strategies• Safeguarding• Understanding of different social backgrounds of pupils• Understanding the needs of pupils and the appropriate policies and strategies to support them• Understand the needs of bilingual pupils		Desired <ul style="list-style-type: none">• Confident in leading whole staff CPD	
Reviewed By:	S E Flynn	Date:	March 2019
Approved By:	S E Flynn	Date:	March 2019
Last Updated By:	C Harrowing	Date:	March 2019