



TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	SENDCo
LOCATION	Breckland School, flexible across the Trust
GRADE / SCALE POINT – SALARY	MPR/UPR + TLR2c
REPORTING TO	Principal / Assistant Principal

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

The SENDCO, under the direction of the Principal/Assistant Principal, will:

- Develop and lead on outstanding teaching and learning for students with Special Educational Needs or Disabilities (SEND)
- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND
- Provide professional guidance to colleagues, working closely with staff, families and other agencies
- Be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

- Strategic development of SEND policy and provision
- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision
- Lead on implementation of the school's SEND policy in line with the SEN Code of Practice and current legislation.
- Contribute to the school's evaluation and improvement planning, particularly with respect to provision for students with SEND
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEND, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for students with SEND
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;



4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for SEN Co-ordination, or a willingness to complete it within the first year of appointment • Good honours degree • Evidence of continuous professional development 	
Experience	<ul style="list-style-type: none"> • Relevant teaching experience • Evidence of work with colleagues to support students with SEND • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET 	<ul style="list-style-type: none"> • Experience of conducting training/leading INSET • Experience of leading a team on a curriculum or pastoral initiative • Experience of leading and line managing colleagues in an organisation • Experience of working at a whole-school level
Competencies	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Strategies for meeting SEN in a mixed ability class situation • Good understanding of curriculum and pedagogical issues related to extending student performance • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Data analysis skills, and the ability to use data to inform provision planning • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills 	

	<ul style="list-style-type: none"> • Be able to present clearly to a wide range of audiences • Good communication skills, both written and oral • Excellent classroom practitioner • Ability to plan and evaluate interventions 	
Values	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for students with SEND • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Willingness to address challenging issues with clarity of purpose and diplomacy 	