

CHENDERIT SCHOOL

JOB DESCRIPTION

1. INTRODUCTION		
1.1	NAME OF POST HOLDER:	
1.2	Post Title:	SENDCO
	Impact	To lead the special needs team in developing the highest quality provision and outcomes within the curriculum area locally, regionally and nationally. To lead the SEND team, supporting and challenging colleagues as appropriate to be the best they can be.
1.3	Post Purpose:	
	a)	Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
	b)	To lead the team in continuously improving performance.
	c)	To ensure SEND provision of an appropriately broad, balanced, relevant and differentiated nature for students with special needs, in accordance with the aims of the school and the curricular policies.
	d)	To act as a Curriculum Lead in SEND including being responsible for leading and developing this area. To act as a 'leading professional' within the team.
	e)	To develop and enhance the SEND teaching practice of others.
	f)	To monitor and support the overall progress and development of students as a leader within the SEND area.
1.4	Reporting to:	Headteacher
1.5	Responsible for:	The provision of a full learning experience and support for students with SEND
1.6	Liaising with:	Headteacher, Leadership Team, teachers and support staff, West Northants County Council, external agencies and parents/carers
1.7	Working Time:	Full time as specified within the STPCD
1.8	Salary/Grade:	MPS/UPS + TLR 2C or L3 to L10
1.9	Disclosure level	Enhanced

2. TEACHING

- 2.1** To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

3. OPERATIONAL/ STRATEGIC PLANNING:

- 3.1** To lead the development of an appropriate catch up curriculum and to manage the implementation and impact of this.
- 3.2** The day-to-day management, control and operation of the SEND department.
- 3.3** To be responsible for the monitoring of SEND data and to use this to inform further departmental progression.
- 3.4** To assist with the implementation of school policy and procedure.
- 3.5** To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school. To hold team members to account for responsibilities delegated to them.
- 3.6** To manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of the students and the aims and objectives of the school.
- 3.7** Participate in whole school development and focus group activities as appropriate.

4. CURRICULUM PROVISION:

- 4.1** To liaise with the relevant Senior Manager to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective programme of special needs provision which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT:

- 5.1** To support curriculum development within the whole department.
- 5.2** To keep up to date with national developments in SEND teaching practice and methodology.
- 5.3** To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4** To maintain high standards of accreditation with the relevant examination and validating bodies.

6. STAFFING

- 6.1** To work with the relevant Senior Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2** To continue professional development as agreed with relevant Senior Manager
- 6.3** To engage actively in the performance appraisal management review process and act as reviewer for a group of staff within the designated department.

- 6.4 To promote teamwork and to motivate staff to ensure effective working relations.
- 6.5 To ensure the effective efficient deployment of classroom support.

7. QUALITY ASSURANCE:

- 7.1 To ensure the effective operation of quality control systems.
- 7.2 To be responsible for the annual review process for all EHCPs and to ensure that the Graduated Approach is implemented and recorded for all SEND students.
- 7.3 To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the department.
- 7.4 To contribute to the school procedures for lesson observation.
- 7.5 To implement school quality procedures and to ensure adherence to those within the department.
- 7.6 To lead in the monitoring and evaluation of special needs provision in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 To seek/implement modification and improvement where required within the department.

8. MANAGEMENT INFORMATION:

- 8.1 To ensure the maintenance of accurate and up-to-date information concerning the area of special needs on the management information system. To participate in the development in the Department/ SEF.
- 8.2 To assist in the use of analysis and evaluation of performance data.
- 8.3 To help to produce reports within the quality assurance cycle.
- 8.4 To be responsible for reporting examination data to the SLT.
- 8.5 To be responsible for assessing and implanting the Access Arrangements of KS4 students to ensure that the barriers to success are removed.

9. COMMUNICATIONS & LIAISON:

- 9.1 To help ensure that all members of the department/curriculum area are familiar with its aims and objectives.
- 9.2 To ensure effective communication as appropriate with stakeholders
- 9.3 To liaise with all outside agencies in a pursuit to remove any barrier to learning.
- 9.4 To contribute to the planning and delivery of school liaison activities.
- 9.5 To work with the Head of Transition and to contribute to the effective links with

feeder primary schools, ensuring that all key information is used to support a smooth and positive transition from Yr6 to Yr7.

- 9.6** To promote actively the development of effective links with external agencies.

10. MANAGEMENT OF RESOURCES:

- 10.1** To identify resource needs and to ensure the efficient /effective use of physical resources
- 10.2** To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.
- 10.3** To manage and lead the deployment of staff within the SEND team, ensuring best value.

11. PASTORAL SYSTEM:

- 11.1** To monitor and support the overall progress and development of students within the curriculum area.
- 11.2** To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3** To implement the behaviour policy as appropriate, taking into account the reasonable adjustments needed for young people with SEND needs.
- 11.4** To liaise with all Heads of Year about what reasonable adjustments are needed to the behaviour policy to ensure success for SEND students.

12. SCHOOL ETHOS:

- 12.1** To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- 12.2** To support the school in meeting its legal requirements for worship.
- 12.3** To promote actively the school's corporate policies.
- 12.4** To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Teacher)

Dated
(Teacher)

Signed
(Headteacher)

Dated
(Headteacher)