

# GREIG CITY ACADEMY



## Job Description

This job description sets out in general terms the management, purpose and responsibilities of a specific job at GCA. It is not intended to be a comprehensive listing of every task that a GCA employee might be called upon to undertake. It is not a legal document, although it may be referred to in the Contract of Employment.

<b>Job Title:</b>	SENDCo
<b>Responsible to:</b>	Vice Principal - Pastoral
<b>Hours:</b>	This is a full-time post.
<b>Salary:</b>	Inner London Pay Scale + Additional Allowance 1a
<b>Key responsibilities</b>	The leadership of the SEND department at Greig City Academy

---

## Duties and Responsibilities

You will:

1. be fully aware of, understand and carry out duties in accordance with the school's policies and procedures relating to Child Protection, health and safety, confidentiality and data protection and specifically in accordance with 'Keeping Children Safe In Education', and report all concerns to the named safeguarding team.
2. support the school's equal opportunities policy and support difference, ensuring each child has equal access to opportunities to learn and develop.
3. establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual pupil's needs.
4. support the school's Christian ethos and work positively and supportively in accordance with the school's plans, policies and procedures.
5. develop and maintain effective and positive working relationships with all staff, parents/carers and the wider community.
6. participate in training and other learning activities as required and attend appropriate professional development courses as identified through post-holders training needs analysis.
7. ensure that the post-holder's line manager is made aware and kept fully informed of any concerns which the post-holder may have in relation to safeguarding and/or child protection.
8. be responsible for your personal professional development and participate in the school's scheme for Performance Management.
9. promote and celebrate the successes of the school and foster a positive image to the local community.
10. model excellent professional conduct with colleagues, students and the wider community, demonstrating high personal standards.

## **Main purpose**

As a SENDCo your main tasks will include:

- maintaining an accurate SEND register and provision map for all intervention
- teaching students with special educational needs (SEND) with a high degree of skill
- creating Pupil Passports for SEND students
- monitoring students' progress and taking appropriate action to maximise full potential
- applying a detailed knowledge of the SEN Code of Practice
- developing and delivering a range of programmes and interventions which will enhance learning
- challenging under-achieving SEND students
- leading a team of Learning Support Assistants and Higher-Level Teaching Assistants
- working closely with the LSC Lead to provide intervention for SEND students
- liaising with colleagues and external agencies
- ensuring that students and parents are supported and effectively advised at key transition points, KS2/3, KS3/4, and KS4/5, making sure that guidance is given regarding progression and pathways best suited to the specific needs of each SEND student

## **Duties and Responsibilities**

### **1. Curriculum Management**

You will:

- 1.1 work closely with the Vice Principal - Pastoral to ensure high quality provision for students requiring learning support
- 1.2 lead in the preparation, reviewing and evaluation of units of work in the Special Educational Needs department
- 1.3 use monitoring and summative data to evaluate the impact of all interventions
- 1.4 ensure that access arrangements for individual students are applied for and put into place where appropriate
- 1.5 assess, record and report students' achievements in accordance with Academy and departmental policies utilising the Academy's systems of tracking and monitoring
- 1.6 ensure up-to-date assessment information (both formative and summative) is held on individual students and updated half-termly or as and when required and is completed by all members of the department
- 1.7 teach individuals or small groups of learners as appropriate
- 1.8 ensure that all teaching across the Academy reflects the needs of SEND students
- 1.9 lead on and support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia, DLD)
- 1.10 make use of and model a range of teaching and learning strategies to meet the needs of subject areas and of different learners
- 1.11 establish positive relationships with students, parents and colleagues
- 1.12 ensure that every student has access to appropriately challenging and stimulating teaching and learning resources
- 1.13 liaise with the Vice Principal - Pastoral and lead on arrangements and monitoring of midterm admissions
- 1.14 draw up and monitor a SEND action plan, evaluating and reviewing targets
- 1.15 maintain suitable record keeping and monitoring systems in liaison with the Vice Principal - Pastoral
- 1.16 lead on arrangements and provision for transition of pupils with Educational Health Care Plans

- 1.17 draw up timetables of support for both staff and students updating regularly and making them accessible to all staff
- 1.18 develop professional skills and competencies and keep abreast of changes in legislation
- 1.19 follow all policies and procedures of the school, department and Year Team (where appropriate) including all aspects of examinations and assessment, recording and reporting of achievement, attendance and punctuality, uniform and behaviour
- 1.20 acknowledge and act upon the necessity for personal professional development and participate in Induction/Appraisal.

## **2. Staff Management**

You will:

- 2.1 manage and lead staff within the SEND department and the Inclusion team
- 2.2 line manage a team of Learning Support Assistants to include an HLTA and other support staff
- 2.3 organise and coordinate the work of outside agencies
- 2.4 lead on the production and regular updating of schemes of work and distributing full schemes of work and resources to all staff teaching within the department
- 2.5 organise regular reviews of IEPs and annual review of Educational Health Care Plans including transitional reviews at 14+ and disseminate information to staff
- 2.6 share responsibility for the training and development of colleagues within the department, including the induction of newly qualified teachers and teaching assistants
- 2.7 ensure that new knowledge and skills are fully utilised by seeking the full involvement of all members of the department through the establishment of performance criteria, the sharing of good practice, lesson observation and in monitoring of students' work
- 2.8 ensure that monitoring, evaluation and review are explicit in the management of the department, meeting regularly with individual members of staff to discuss the planning, implementation and review of objectives
- 2.9 assist in the appointment process of staff to the department, including where feasible supply staff, paying due regard to the Academy's Equal Opportunities Policy
- 2.10 establish full consultative procedures within the department as a two-way channel of communication
- 2.11 train and deploy LSAs to deliver intervention programmes dependant on need
- 2.12 represent the views of the department within the academy
- 2.13 liaise effectively with relevant colleagues as part of the wider management team of the Academy
- 2.14 lead half termly department LSA support meetings to establish effective support for each faculty
- 2.15 carry out appraisals of all staff within the department.

## **3. Teaching and Learning**

You will:

- 3.1 identify and adopt the most effective teaching approaches for pupils with SEND, both in your own practice and when supporting and developing teachers
- 3.2 monitor teaching and learning activities to meet the needs of pupils with SEND. This may include lesson observations, monitoring of short and medium term plans and scrutiny of students' work
- 3.3 identify and teach study skills that will develop students' ability to work independently
- 3.4 liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- 3.5 support teachers to develop inclusive classroom practices.

#### **4. Recording and Assessment**

You will:

- 4.1 set targets for raising achievement among pupils with SEND
- 4.2 collect and interpret specialist assessment data
- 4.3 set up systems for identifying, assessing and reviewing SEND
- 4.4 update the Principal and governing body on the effectiveness of provision for students with SEND
- 4.5 develop understanding of learning needs and the importance of raising achievement among students
- 4.6 attend consultation evenings and keep parents informed about their child's progress
- 4.7 document and record meetings with parents which address both pastoral and academic concerns
- 4.8 demonstrate a timely response through action in response to parental concerns.

#### **5. Leadership**

You will:

- 5.1 encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND
- 5.2 provide training opportunities for learning support assistants and other teachers to learn about SEND
- 5.3 disseminate good practice in SEND across the school
- 5.4 identify resources needed to meet the needs of students with SEN and advise the Principal of priorities for expenditure
- 5.5 be aware of the provision in the local area
- 5.6 analyse school, local and national data to develop appropriate strategies and interventions
- 5.7 work with other schools, educational psychologists, health and social care professionals and other external agencies
- 5.8 work with the Principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- 5.9 prepare and review information the governing body is required to publish
- 5.10 identify training needs for staff and how to meet these needs
- 5.11 lead INSET for staff
- 5.12 oversee the medical register and students' medical plans.

#### **6. Student Management**

You will:

- 6.1 identify a pupil's SEND
- 6.2 review the education, health care plan (EHCP) with parents or carers and the student
- 6.3 conduct IEP reviews
- 6.4 conduct EHCP consultations
- 6.5 set the highest expectations of standards of achievement and behaviour within the faculty and the wider school, establishing and maintaining managerial systems to maximise student potential
- 6.6 ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- 6.7 identify students with particular needs, liaising with appropriate colleagues and outside agencies to ensure that individual student needs are met

- 6.8 pursue ways of celebrating student successes at every level
- 6.9 have oversight of the work and behaviour of all students in the area, acting as the first point of referral in matters of care and discipline
- 6.10 encourage all members of the team to lead and consult with students regarding the self-evaluation and ownership of their learning
- 6.11 lead half termly reviews within the department focussed on students learning and attainment
- 6.12 gather data for all half-termly reviews in order to evidence impact of support
- 6.13 celebrate and promote student achievement and success.
- 6.14 act as a form tutor if required with a commitment to pastoral work.

## **7. Resource Management**

You will:

- 7.1 share in the decision-making and allocation of resources in the academy's curriculum development planning
- 7.2 advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.

## **8. Competencies**

The school will use the NAPCE standards for pastoral leaders to identify the knowledge, understanding, skills and attributes required for this post.

## **9. Attendance at Management Meetings and Development Groups.**

You will:

- 9.1 meet with the Vice Principal – Pastoral as agreed
- 9.2 attend meetings and training with external professionals
- 9.3 organise and run departmental and all other meetings appropriate to the agreed areas of responsibility
- 9.4 attend faculty and all other meetings appropriate to the agreed areas of responsibility.
- 9.5 lead on staff training when required.

## **10. Specific Responsibilities**

These will be determined in conjunction with the skills and attributes of the successful candidate, but specifics of this post are as follows:

- leadership and management of whole school cross curricular SEND initiatives
- provision of innovative options for normal curriculum development that promotes the needs of differing individual students
- development of links with governors, LEAs and neighbouring schools
- network within the community to promote external sources as models of excellence
- contribution to the development of literacy across the school.

## **11 Other**

Any other duties which may, from time to time, reasonably be required within the level of responsibility of the post and any other professional duties as directed by the Principal.

## 12 Ethos

The Academy celebrates its place in a multi-cultural and multi-faith community. As a Church of England school, everything we do is underpinned by Christian values – values shared by those of other faiths and those with no religious faith, and which provide a moral framework for young people. A central thread in our collective worship policy is to help our students ‘to develop an inquiring mind and express and explore their own views openly and honestly’.

**GCA has a commitment to safeguarding and promoting the welfare of children and has safer recruitment procedures in place for the selection of staff. It is committed to the principle of equal opportunities; we welcome all applicants and value the diversity they bring.**

This job description will be reviewed as part of the appraisal process to reflect changing school, faculty and individual needs.

The duties and responsibilities of the post are to be carried out within the provisions of the Greig City Academy contract.

**December 2023**

## Person Specification

Qualifications and Training	Essential	Desirable
Qualified Teacher Status	✓	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	✓	
Good degree in the relevant subject	✓	
Courses of further study relevant to the post	✓	
Evidence of pro-active commitment to personal and professional development throughout your career	✓	
Evidence of relevant training	✓	
Teaching Quality and Experience	Essential	Desirable
Experience of teaching at KS3, GCSE and A level	✓	
Good general knowledge of the National Curriculum, assessment arrangements and approaches, especially literacy assessment	✓	
Be an excellent classroom teacher, comfortable as an exemplar to other staff, with a love for your subject and the ability to inspire and motivate students in all aspects of their learning so that they become effective, independent learners	✓	
Ability to plan lessons effectively and have sound understanding of strategies to raise attainment.	✓	
Be committed to raising the aspirations and achievement of all pupils and able to demonstrate effective strategies for doing so	✓	
Good awareness of current educational developments	✓	
Be an enthusiastic and effective form tutor	✓	
Involvement in self evaluation and development planning	✓	
Experience of conducting training/leading INSET	✓	
Leadership and management experience, including performance reviews and lesson observations	✓	
Skills and Knowledge	Essential	Desirable
Sound knowledge of the SEN Code of Practice	✓	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓	
Ability to plan and evaluate interventions	✓	
Data analysis skills, and the ability to use data to inform provision planning	✓	
Excellent interpersonal skills and the ability to build positive relationships with students, parents, staff and the wider school community	✓	
Excellent communication skills: be able to communicate clearly, both orally and in writing, with students, parents and carers, colleagues and other professionals	✓	
Ability to influence and negotiate	✓	
Knowledge of effective record keeping and its use to promote the educational and personal development of students.	✓	
Have good organisational skills to create and maintain a stimulating and attractive learning environment	✓	
Excellent time keeping skills, with a demonstrable ability to meet deadlines and manage a fluctuating workload	✓	
Excellent ICT skills: have the ability to use them as a teaching tool as well as for administrative purposes	✓	
The ability to show initiative and to prioritise own work and that of others even when under pressure	✓	
Personal Qualities and Disposition	Essential	Desirable
A commitment to the protection and safeguarding of children and young people	✓	
Commitment to maintaining confidentiality at all times	✓	

Ability to work under pressure and prioritise effectively	✓	
Commitment to securing good outcomes for pupils with SEN or a disability	✓	
Be able to work flexibly and as part of a team	✓	
Be reflective and show the ability to analyse personal performance and that of others in a variety of situations	✓	
Have strong personal values, such as honesty and integrity, that provide a clear moral framework for professional conduct, and be able to show a clear understanding of the Christian ethos of the school	✓	
Be willing to contribute to the school's enrichment and extra-curricular programmes		✓
Be prepared to undertake appropriate training for the post and a willingness to continue training to manage the key areas and tasks outlined in the job description	✓	
<b>Equalities and Safer Recruitment</b>	<b>Essential</b>	<b>Desirable</b>
Be able to clearly demonstrate that you are committed to the equality of opportunities and have a clear understanding of how this can be positively promoted within the school environment, both to students and staff	✓	
Be able to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people	✓	
Be willing to undergo an enhanced DBS Disclosure check	✓	