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| **Position Title** | **Special Educational Needs and Disability Coordinator (SENDCO)** |
| **Location** | Holsworthy Community College |
| **Reporting to** | Vice Principal – Inclusion Holsworthy Community College |
| **Job Term** | Permanent |
| **Salary** | TPS + TLR 2C |
| **Organisation** | The Dartmoor Multi Academy Trust |
| **Effective date of JD** | 1st September 2022 |

There are 18 schools within The Dartmoor Multi Academy Trust, 1 special school, 3 secondary and 14 primary schools.

Holsworthy Community College is delighted to be part of The Dartmoor Multi Academy Trust (DMAT). As a group of academies, we actively promote the values and principles of the International Co-operative Alliance.

You will work at Holsworthy Community College, but you may be required to work across all the schools within The Dartmoor Multi-Academy Trust at any time as directed by the Executive Team.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers’ Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Principal.

**Job Purpose:**

To transform the SEND provision and to ensure that all students within Holsworthy Community College reach their potential despite any learning barriers.

**Main Duties and Responsibilities:**

The person appointed as SENDCO at Holsworthy Community College in addition to carrying out the professional duties of a teacher including those duties particularly assigned to the post holder by the Principal shall have the following responsibilities:

**Key expectations of the role:**

* To lead and develop the SEND team with strategic overview including policy writing, planning, advising and supporting other staff.
* To ensure that the school complies with the SEND code of practice and meets statutory provision
* Support and liaise with staff, students, outside agencies and FE/HE employers about the support and progress of young people, including the provision of CEIAG.
* Prepare and manage statutory assessment paperwork and ensure legal and statutory requirements are met for students with SEND.
* Prepare and manage student information sheets which are written based on diagnosis tools and the advice of professionals.
* Organise, chair, and manage annual reviews.
* Meetings with carers, parents and outside agencies.
* Regular reports back to the senior leadership teams and local stakeholder boards on progress and performance of the team and the students.
* To ensure effective teaching and learning for SEND students.
* Monitor the quality of SEND support ensuring systems are co-ordinated, evaluated and regularly reviewed.
* Contribute to the safeguarding of all students, especially those with SEND.
* This role has no teaching load attached to it, however, there may be opportunities for small group teaching.

**Strategic Direction, Leadership and Development:**

* Assist the senior teams and principals in the strategic development of SEND policy and provision.
* Monitor the progress of the department, students and the staff and plan for effective developments to ensure the schools are providing the best provision to support the students’ learning.
* Analyse and interpret relevant academy, local and national data to advise the Principals on the level of resources required to achieve maximum performance and diminish progress gaps.
* Ensure all the information on students and their learning needs is kept up to date and disseminated to the wider staff to support their learning.
* Ensure smooth transition of students with SEND from primary school into college.
* Contribute to the performance management of SEND teachers and teaching assistants.
* Lead, monitor and direct the teaching assistants’ performance in the classroom offering professional advice where necessary.
* Stay up to date with the latest innovations in SEND practice.

**Supporting Teaching and Learning:**

* Support the identification of the most effective approaches to work with SEND students and disseminate to the wider staff.
* Use a variety of diagnosis tools to help support students with SEND make progress.
* Work with the SEND team and wider staff to ensure the schools bridge the learning gaps for students through:
  + assessment of needs
  + monitoring of teaching and the quality of students’ learning and achievement
  + target setting
  + working alongside schools’ data collection to assess progress
* Lead the day to day running and co-ordination of the SEND students’ provision alongside the team and ensure close liaison with parents, carers and outside agencies.
* Work alongside heads of faculties, phase leads, subject leads and heads of year to ensure all students learning with SEND is of equal importance, and realistic expectations of students are set.

**Managing and Leading Other Adults**

* Ensure effective flexible deployment of support staff.
* Regular liaison with heads of faculties and heads of year regarding performance of students.
* Lead whole staff inset and support the professional development of teachers.
* Lead professional development for the SEND team.
* Manage effective intervention to support students’ literacy and numeracy development.
* Work with wider trust staff to find the right provision for students.

**Data Protection / General Data Protection Regulations Compliance**

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to: 

* + Acceptable Use Policy
  + Records Retention Policy
  + Personal Data Breach Procedure
  + Employee Code of Conduct
  + E-safety Policy
  + Social Media Policy
  + Use of Personal Devices Policy

## Person specification

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| **Criteria** | **Essential** | **Desirable** | **How identified** |
| **Qualifications** | Qualified Teacher Status  National Award for SEN (or working towards) | Evidence of continuous INSET with particular reference to Special Educational Needs (SEN). | Application |
| **Background and Experience** | The SENDCO should have experience of:  Qualified teacher with at least four years’ experience  Evidence of continuing professional development  Evidence of work with colleagues in schools  Experience of leading a team of teachers on the curriculum initiative  Experience of budget management  Experience of leading training to improve the quality of teaching and learning  Experience of working alongside other teachers in the development and learning  Experience of setting targets and monitoring, evaluating and recording progress  An outstanding classroom practitioner  Excellent understanding of current, relevant issues and national developments in SEN  Excellent skills in the use of data to evaluate effectiveness and quality of provision and to secure accountability | Leading and developing SEN team  Evidence of working as a SENDCo  Safeguarding qualification at level 3 or above  Leading teams in schools | Application  Selection Process  References |
| **Professional Knowledge and Understanding** | The SENDCO should have knowledge and understanding of:  Strategies for meeting SEN in a mixed ability class situation  The SEN Code of Practice and its practical application  The Educational Health Care Plan process – identification, application and review  Good understanding of strategies required when working with children with the SEN strands  Behaviour management techniques for groups and individuals  The funding support mechanism for SEN  Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills  Good understanding of factors promoting effective transfer of learners from one phase of education to the next  Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress  Highly developed understanding of effective pedagogy for SEN  Understand and lead educational access arrangements (EAA) | In addition, the SENDCO might have knowledge and understanding of:  Using comparative information about attainment  The roles and responsibilities of educational psychologists and of learning and behaviour support services  An understanding of the broader secondary and primary context and Government initiatives to raise achievement  Knowledge and understanding to support EAL children  Knowledge of working with students with specifically high needs | Application Form  Selection process |
| **Skills** | The SENDCO will be able to:  Empathise with the difficulties of SEN pupils in assessing the curriculum  Organise and sustain systematic support from a variety of providers for a range of SEN  Manage the co-ordination of teaching assistants in support of SEN pupils  Advise and motivate teaching staff with SEN initiatives  Clearly present a wide range of specialised information to both educationalists and non-educationalists  Make consistent judgements based on careful analysis of available evidence  Excellent classroom practitioner  Good communication skills, both written and oral  Good presentation skills with the ability to enthuse and motivate others  Good organisation skills  Confident in the use of information and communication technology.  Able to manage challenging behaviour of students and support colleagues to manage behaviour  Creative and imaginative thinker, able to anticipate problems and find solutions  Excellent organizational skills to meet deadlines and manage workload of self and others  Have high expectations of self and others and provide a role model for students and staff  Deliver high quality continues professional development opportunities for teachers around all areas of SEN.  Coordinate and plan the delivery of high-quality intervention to support the needs of students with SEN  Excellent IT skills |  | Application form  Selection process  Interview |
| **Personal qualities and attributes** | Cares deeply about the success of every child  Awareness understanding and commitment to the protection and safeguarding of children and young people  Has energy, enthusiasm and optimism  Open to advice, feedback and professional development  High integrity: honest, trustworthy and reliable |  | Selection process  References |
| **Attitude and values** | Willingness to share expertise, skills and knowledge  Sensitivity to the aspirations, needs and self-esteem of others  Commitment to team working  Willingness to address challenging issues with clarity of purpose and diplomacy  Equality of opportunity and inclusivity  Tactful and discreet and upholds and promotes the positive image of the school at all times  Values collaboration |  | Letter of application  Selection process |
| **Personal presentation** | High standards of dress and presentation and high expectations of others |  | Selection process |

Our Privacy Notice for Employees explains how we use your personal data. Teachers must abide by the Teachers’ Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

**All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the**

**welfare of children and young people, and expect all staff and volunteers to share this commitment.**

**You will have undergone an Enhanced Disclosure via the Disclosure Barring Service (DBS).**