



Job Description

POST: SENDCo/ Inclusion Lead

PAY RANGE: L1 - L5

Job Purpose: Special Educational Needs Coordinator/Inclusion Lead

Overall responsibility:

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To lead and deploy inclusion team across the Academy
- To model effective teaching and planning; to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate
- To act as a member of the Senior Leadership Team - including responding to SEND linked behavioural difficulties as required across the academy
- To act as a Deputy Designated Safeguarding Lead for the school

Key Accountabilities:

Strategic direction and development of SEND provision in the Academy to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the academy development plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Hold weekly SEND surgery for teaching staff
- Meet with teachers 3 x per year for vulnerable pupil progress meetings
- Analyse and interpret relevant academy, local and national information relating to pupils with SEND and advise the head teacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Support teachers to create and maintain Additional Needs Plans for pupils
- Ensure the SEND register is current and maintained
- Apply for and perform annual reviews of Educational Healthcare Plans as required and ensure strategies and support are implemented

- In close liaison with the Lead First Aider ensure any student medical healthcare plans required are in place and current

Teaching and Learning - to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teacher and phase leaders to ensure realistic and challenging expectations of pupils with SEND
- Monitor the use of resources, teaching activities, target setting and provision maps for progress of pupils with SEND

Leading and Managing Staff - to:

- Deploy and line manage Inclusion team including carrying out performance management reviews
- Line manage the Nurture provision including the moderation of progress
- Achieve constructive working relationships and establish opportunities for the Inclusion team and teachers to review the needs, progress and targets of pupils with SEND
- Provide regular reports to the Senior Leadership Team (SLT) and governors on the effectiveness of SEND provision and outcomes
- Advise and contribute to all aspects of Inclusion team training to ensure the professional development of staff
- To promote team work amongst staff and strive to seek a positive and professional working relationship with all staff, both within the Inclusion Team and the whole school.
- To provide regular feedback on staff performance so that achievements and good practice are recognised and objectives for development agreed and monitored.
- To identify and prioritise the continuous Professional Development for staff and to liaise with the Headteacher to put in place appropriate and effective training.

Parents and the Community - to:

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEND offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways
- Communicate and be a visible presence both on the playground and around the school for parents of children with SEND, including parents' evenings.
- Hold termly workshops for parents of children with SEND with a focus on a particular need.

Managing own Performance and Development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think strategically to identify priorities and actions to contribute to the Academy Development Plan.

Use of Resources - to:

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely

- Oversee and monitor appropriate budget allocations in liaison with the Co-Headteachers

Safeguarding - to:

The SENDCO will act as a Deputy Designated Safeguarding Lead (DDSL):

- The DDSL will support the DSL for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). They will take part in strategy discussions and inter-agency meetings. And contribute to the assessment of children.
- They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Additional responsibilities and general requirements - to:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Co-Headteachers
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with Annex 1 - Teachers' Standards (England) contained within the STPCD.



Person Specification - SENDCo/Inclusion Lead

Essential Criteria

1 Knowledge and Experience

- 1.1 Working knowledge of the SEN Code of Practice
- 1.2 Evidence of exemplary classroom practice.
- 1.2 A sound understanding of recent developments in the primary school curriculum.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with SEND, very able, LAC or who have other particular individual needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices are not discriminatory.

2 Skills and Abilities

- 2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.
- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Experienced in line managing and the deployment of support staff.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills
- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.10 Ability to use data effectively in setting targets and understanding pupil progress.

3 Qualifications

- 3.1 Qualified Teacher Status and the National Award for Special Education Needs Coordination.
- 3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

4 Personal Qualities

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole academy development plan.
- 4.4 Commitment to partnership with Governors, school and parents.

- 4.5 Sympathy with the aims and values of a Church School.
- 4.6 Evidence of commitment to personal continuing professional development.