



JOB DESCRIPTION

Post Title:	SENDCo
Accountable To:	Assistant Principal - Inclusion
Location:	The GORSE Academies Trust
Scale:	MPR/UPR + TLR 2c

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and the generic TGAT teacher job description.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Leading Learning Plan.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.

PURPOSE

- To lead and manage all aspects of inclusion and intervention for students with SEND in the Academy.
- To be responsible for the day to day implementation of the Academy's SEND policy.
- To ensure that the Academy upholds its duties and complies with legislation according to the SEN Code of Practice.
- To co-ordinate, monitor and develop provision for students with SEND according to national and local guidelines, the SEND policy, hand book and academy procedures.
- To raise standards of attainment and achievement across the whole area and to monitor and support students' progress.
- To develop effective working practices with staff, parents, agencies and the governing body.
- To support the Principal to ensure that all teachers plan and teach lessons that are accessible to, and raise attainment of, all students.
- To promote and provide equality of access and opportunity across the Academy.
- To contribute to the academy's aim of raising standards of attainment and achievement.
- To share and support the Academy's responsibility to monitor opportunities for personal and academic growth.

RESPONSIBLE FOR

- The identification of students whose barriers to learning impact on their ability to achieve their potential.
- The provision of individualised programmes of intervention according to student need and assessment data.
- The provision of support for learning.
- The creation and monitoring of an inclusion register including SEN and CLA students.
- The creation, monitoring and strategic use of a provision map.

- Ensuring dissemination of information and strategies with regard to students who are experiencing barriers to learning.
- The assessment of students for, and the associated paperwork and liaisons related to, the provision of access arrangements for examinations.
- The management of SEND specialist teachers, teaching assistants and outside agencies.
- Ensuring that students with Education Health Care Plans receive their entitlement.
- Liaising with: Principal, Vice Principals, SLT, Academy and parents/carers and external agencies.

CORE DUTIES

- To develop and monitor the Academy Policy for meeting the needs of students with SEND.
- To work with the Principal and staff in developing effective and innovative strategies and practices that bridge barriers to learning through:
 - Assessment of needs
 - Developing appropriate interventions that are additional to and different from those employed through high quality teaching
 - Target-setting and dissemination of information
 - Close monitoring of progress to inform practice
 - Provision of CPD activities and relevant advice
 - To develop and monitor the Academy Policy for meeting the needs of students with SEND and EAL.
- To undertake the day to day co-ordination of SEND students' provision.
- To ensure the preparation and monitoring of an inclusion register for SEN and CLA students.
- To ensure the creation, monitoring and strategic use of a provision map.
- To collect and interpret assessment data to inform interventions, resources, policies and teaching strategies.
- To collaboratively develop the Academy Improvement Plan and monitor its implementation.
- To liaise with faculty and subject staff to ensure that there is early identification of needs.
- To ensure that there is a co-ordinated approach to intervention across the academy.
- To attend all appropriate meetings.
- To liaise with representatives from outside agencies, updating them on student progress and requesting additional support if necessary.
- To contribute to the whole academy's planning activities and INSET.

CURRICULUM PROVISION AND DEVELOPMENT

- To ensure that the SEND area provides a range of teaching that is relevant and effective in raising attainment.
- To lead in the process of curriculum and process development both within the area and across the Academy.
- To identify the demands of the curriculum and to advise on and aid the development of strategies and personalised activities that can be used across the academy.

STAFF DEVELOPMENT

- To participate in the academy's staff development programme.
- To keep specialist qualifications up to date.
- To attend appropriate further training and professional development in order to keep abreast of new developments.
- To engage in the performance management/appraisal process.
- To undertake performance management reviews.
- To be responsible for the effective deployment of SEND staff to comply with legal requirements and to ensure that the needs of identified students are met.
- To lead the SEND team of staff and to contribute positively to that team and to effective working relations within the academy.

QUALITY ASSURANCE

- To regularly review teaching methods and programmes of intervention to ensure that they remain effective responses to the needs of the students.
- To regularly review student progress and to liaise with teachers and teaching assistants to ensure that provision is relevant and appropriate.
- To liaise with other professionals to ensure that the academy's provision is moderated appropriately.

MANAGEMENT OF INFORMATION

- To maintain appropriate records of both assessment and teaching and to provide relevant, accurate and current data as required to ensure that students files are up to date and accurate.
- To co-ordinate annual reviews of students with Education Health Care Plans and top-up funding.
- To develop a person-centred review format and to implement this in all reviews.
- To attend Y6 Annual reviews where possible and to liaise with feeder school SENCos and Inclusion Co-ordinators with regard to developing positive transitions from primary school for vulnerable students.

- To create and maintain individual programmes of intervention as current working documents and share these as appropriate.
- To create and maintain individual education plans or similar documents for students on the SEND register.
- To co-ordinate relevant assessments and documentation for access arrangements for examinations.
- To communicate with FE colleges regarding students with SEND and attend meetings, where necessary, to ensure effective transitions.
- To respect and maintain confidentiality of information according to the Academy's policies and legal requirements.

MANAGEMENT OF RESOURCES

- To monitor effectiveness of resources in meeting the needs of students and the objectives of the academy.
- To lead the team process of identifying resource needs and selecting appropriate materials in order to improve teaching and learning within the area and to support differentiation across the Academy.
- To ensure safe keeping of materials and technical equipment.

TEACHING AND LEARNING

- To plan and prepare programmes of intervention according to students' needs.
- To ensure that intervention programmes are delivered effectively to students.
- To provide support in class by team teaching and preparation.
- To ensure all students' work is thoroughly marked and used diagnostically alongside formal/informal assessment to inform planning and raise achievement.
- To monitor support by teaching assistants and to oversee their performance management.
- To ensure that all planning and interventions aid student independence and support their learning across the academy.
- To ensure a high quality learning experience for students which positively affects their attainment, achievement and wellbeing, both within focused interventions and across the curriculum.
- To monitor programmes of intervention regularly to ensure their relevance and appropriateness.

ASSESSMENT AND MENTORING

- To assess, record and report on the development, progress and attainment of students with SEND and those who are under-achieving in compliance with academy requirements.
- To ensure interventions are regularly monitored in terms of effectiveness and fitness for purpose.

- To provide or contribute to oral and written assignments, reports and references relating to individual students and groups of students.
- To contribute orally or in writing to the recording and reporting systems within the area and the Academy.
- To provide detailed reports as required.
- To ensure provision of access arrangements for examinations where these are appropriate.
- To liaise with parents, teachers and agencies to refer students causing concern to appropriate agencies and assessments.
- To keep detailed records of all aspects of student progress as appropriate.
- To keep individual education plans or similar documents and targets up to date and ensure that this information is disseminated appropriately without disregarding confidentiality.
- To ensure personal, staff and student adherence the academy's Policies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes adopt high standards of behaviour in your professional role.
- Carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Take responsibility for safeguarding and promoting the welfare of children.
- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- Undertake training and professional development as appropriate.
- Undertake other duties appropriate to the post that may reasonably be required from time to time.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Good honours degree in relevant subject Qualified Teacher Status (or currently an ITT / GTP trainee) 	<ul style="list-style-type: none"> Masters degree in education or similar
Knowledge and skills	<ul style="list-style-type: none"> Very good classroom practitioner Detailed knowledge of current developments in education including the use of the Pupil Premium Knowledge and experience of intervention strategies Ability to put vision into practice Ability to devise new resources for learning 	<ul style="list-style-type: none"> Able to use interactive ICT systems for teaching and learning Ability to teach a second subject Evidence of leading high quality extra-curricular activities An ability to teach another subject
Experience	Either: <ul style="list-style-type: none"> Successful placement(s), teaching at KS3 & KS4 (<i>applicants currently in training</i>) or: <ul style="list-style-type: none"> Successful record of teaching including very good exam results at one or more of KS4 & KS5 (<i>applicants who already have gained QTS</i>) 	<ul style="list-style-type: none"> Significant contribution to the development beyond the classroom
Continuous Professional Development	<ul style="list-style-type: none"> Evidence of commitment to continuing professional development 	
Personal Qualities	<ul style="list-style-type: none"> A passion for education and making a difference Excellent communicator Effective team member Drive and determination Ambition Energy, enthusiasm, sense of humour Willingness to contribute to the wider life of the Academy 	

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.