

SENDCO:

JOB DESCRIPTION and PERSON SPECIFICATION

ROLE TITLE	SENDCo
CONTRACTED HOURS	Full time
LOCATION	Newmarket Academy
GRADE / SCALE POINT – SALARY	MPR/UPR plus SEN allowance
REPORTING TO	Deputy Headteacher - Academic

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community.
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

The SENCO will play a lead role in upholding the aims and ethos of the school, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount. The role is pivotal in supporting the SLT with self evaluation and school development planning. Central to this role is working efficiently and effectively within the requirements set out in the Code of Practice (and any future amendments thereof):

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting

KEY TASKS & RESPONSIBILITIES

In line with the Code of Practice :

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support 108
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Specifically to our school this includes:

Administration

- Establish and maintain efficient systems and procedures to collate, manage and disseminate SEN information including the SEN register and Provision mapping.
- Preparing policies and reports such as accessibility and SEN information report for LGB approval.
- Manage and co-ordinate administrative tasks associated with pupils with Statements / EHCPs, with particular regard to the Annual Review process.
- Undertake any administrative procedures associated with the county audit for high tariff needs funding.
- Undertake any administrative procedures in relation to requests for statutory assessment
- Ensuring efficient effective and compliant information sharing at points of transition.
- Liaising with leads on attendance, safeguarding and welfare to ensure a culture of holistic pupil support.

Pupils and Staff

In line with the Code of Practice our SENDCo is expected to be a champion for high expectations for children and young people with SEN, for an ambitious curriculum and for co-construction with families and carers, including a child's social worker where they are looked after.

Specifically to our school this includes:

- Deliver targeted, high-quality interventions to pupils with SEN, in small groups or 1:1 as required;
- Advise colleagues on quality first teaching
- Advise colleagues on effective strategies for behaviour management appropriate to a child's special educational needs.
- Work with other members of the department to develop and organise a range of high quality teaching resources to support pupils' learning and progress.
- Take a lead on identifying and assessing the special educational needs of individual pupils and pupil cohorts

Training and Development

- Share specialist skills and expertise with other staff as appropriate; ensuring an understanding of the 4 broad areas of need.
- Ensure that difficulties related solely to limitations in English as an additional language are not misunderstood as SEN: being clear that they are not.
- Assist with induction and contribute to appraisal and CPD of staff colleagues as required, teaching and non teaching.
- Update and train governors as appropriate and in particular to liaise with the named governor for SEND.

Systems and processes

In line with the Code of Practice our SENDCo is expected to be a champion for Equality and Inclusion.

Specifically to our school this includes;

- Under the direction of the headteacher:
 - Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
 - Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour.
 - Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice.
 - Work with the governing body as appropriate
 - Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
 - Support distribution of leadership throughout the school
 - Co-construction and involvement of parents/carers and pupils in planning and reviewing progress

- Ensure that **Assess plan do review** permeates all aspects of work and intervention.
- Collaborate effectively with School self assessment and development planning processes

Under the direction of the headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- Contribute meaningfully to the Schools self assessment and development planning processes.

Teaching and Learning Duties

- Lead and role model outstanding inclusion provision within your teaching and learning for the wider academy to observe
- Work within the senior leadership team to sustain high expectations, instil high aspirations and ensure excellent outcomes for all inclusion groups
- Support NQTs and RQTs with inclusion planning, teaching and learning
- Contribute and support the wider professional learning programmes such as Coaching and Mentoring.
- Contribute meaningfully to strong curriculum development , paying particular regard to supporting and monitoring appropriate careers and sex education to pupils with special educational needs.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times

in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.

4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.
7. Establish good relationships with all stakeholders

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

SENDCo

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications	<p>Second class degree or higher</p> <p>Relevant Teaching Qualification: QTS</p> <p>English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</p> <p>ICT QTS accreditation test level or European Computer Driving License (ECDL)</p> <p>National SENCO qualification or absolute commitment to undertake and complete within 3 years</p>	<p>Additional or alternative SEND training</p>
Experience and Knowledge	<p>High levels of subject knowledge and knowledge of statutory requirements relating to reasonable adjustments, equality and diversity</p> <p>Evidence of positive impact on pupil outcomes</p> <p>Evidence of successful leadership of a project or initiative</p> <p>Evidence of effective team working</p> <p>Experience of working with SEN children in mainstream settings</p> <p>Knowledge of the Code of Practice</p>	<p>Experience of working with SEN children in a specialist educational setting</p>
Literacy and Numeracy	<p>Fluency, efficiency and ability to communicate effectively. Confident in interrogating and using data.</p>	
Organisational	<p>Knowledge of how school policies and procedures underpin organisational strength</p>	<p>Evidence of having contributed meaningfully to policy and procedure development</p>
Key Skills and Attributes	<p>Positive disposition to implementing the Schools' educational vision</p> <p>Strong communication skills particularly with parents and carers</p>	<p>Knowledge of the Nolan standards for public life</p>

Leadership	<p>Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team</p> <p>Understanding of the management of change processes</p> <p>Ability to maintain a consistent and continuous focus on pupil achievement</p> <p>Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for pupil outcomes for pupils with SEN</p>	<p>Evidence of having led a successful project to completion</p>
Other Qualities	<p>Able to develop genuine, empathetic relationships with young people</p> <p>High personal standards in terms of attendance, punctuality and meeting deadlines</p> <p>High level of personal organisation skills</p> <p>Good communication skills, both written and spoken</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change</p> <p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</p> <p>Positive disposition towards inclusion of all pupils including those with learning difficulties and those whose behaviour may challenge</p> <p>Able to work as part of a broader inclusion and pupil support system</p> <p>Ability to work as a team player and supportive of team working</p> <p>Ability and willingness to develop own understanding and capability through advice and training</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</p>	

