



## Job Description

<b>POST:</b>	Special Educational Needs Disabilities Coordinator (SENDCO)
<b>RESPONSIBLE TO:</b>	The Principal
<b>RESPONSIBLE FOR:</b>	Line leadership of SEND Resource Base Teacher and Teaching Assistants
<b>SALARY:</b>	MPS 1-6 (U1-3) Inner London + SEN Point
<b>LOCATION:</b>	Oasis Academy Johanna, Johanna Street, Lower Marsh, London SE1 7RH
<b>WORKING PATTERN:</b>	Part Time – 0.6
<b>DISCLOSURE LEVEL:</b>	Enhanced Criminal Records Disclosure with Barred List Check

### JOB PURPOSE:

Successfully Implementing Oasis Academy Johanna's SEN Policy to ensure high quality provision and effective teaching and learning for students with SEND, including those attending the Special Educational Needs Resource Base.

The role includes advising colleagues with the provision mapping process for students, monitoring and supporting the quality of teaching and learning for SEND, leading on a whole academy approach and provision for mental health and well-being, reviewing the impact and progress of interventions, line managing and assisting the SEND Resource Base teacher and a group of teaching assistants as well as contributing to and meeting the aims and ethos of the academy.

### SPECIFIC RESPONSIBILITIES:

#### **A. Ensuring all practitioners in the academy understand their responsibilities to children with SEND and the Trust's approach to identifying and meeting SEND**

The SENDCo will:

- work with the Principal to implement The Oasis Way for Inclusive Practice including the SEND policy, ensuring coverage of all four policy levers
- regularly monitor and review the development of The Oasis Way and the impact of systems and processes to ensure children with SEND make progress in line with their peers
- be responsible for the day-to-day operation of the Academy's SEND strategy and policy, and for coordinating provision across the Academy

- have a strategic overview of the SEND graduated response across the Academy, including allocation of whole-school resources and application of the assess, plan, do, review process to meet the needs of individual children
- ensure all staff are able to understand and implement the graduated response for individuals and groups of children who require provision different from or additional to the universal offer
- maintain high quality records in line with local authority, Oasis and statutory requirements, ensuring information is easily accessible to and actively used by all staff to meet the needs of children with SEND
- use a range of strategies to actively involve staff in processes of identification and ongoing assessment of SEND
- draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress
- contribute to the monitoring of children's progress through robust provision mapping and develop rapid responses including through targeted and time-bound interventions that are carefully tracked to secure progress

## **B. Advising and supporting colleagues**

The SENDCo will:

- ensure all practitioners in the Academy understand:
  - their responsibilities to children with SEND
  - their responsibilities to deliver inclusive high quality teaching and demonstrate a range of adaptations to meet the needs of any child who may require additional support
  - how to work actively and effectively within the Assess Plan Do Review SEND support cycle
  - the Academy's approach to identifying and meeting SEND needs including their role in the process
  - how the Academy responds to any cause for concern and identifies and responds to special educational needs and disabilities, including their duty to support assessment processes
  - how the Academy works in partnership with parents to identify a child as having SEND
  - how the practitioner and the SENCO agree, in consultation with the parent and the child, the outcomes they are seeking for the child

- evaluate the needs of the staff and devise training and other sources of support to develop the knowledge and practice of practitioners
- ensure that support staff are carefully deployed and managed, and receive effective training to support their professional development
- support individual or targeted practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development
- link with others who have a role in supporting the development and delivery of training both for Academies and on a wider basis

**C. Ensuring parents and children are closely involved throughout and that their insights inform action taken by the Academy.**

The SENDCo will:

- make sure parents receive the information, advice and support that they need in order to participate in the SEND decision-making process
- use a range of strategies to support parents and children to become active partners and ensure parents are closely involved throughout and that their insights inform action taken by the Academy
- involve parents in the discussion of any early concerns, in identifying any SEND, and agreeing:
  - the outcomes being sought for the child
  - the interventions and support to be put in place
  - the expected impact on progress, development, behaviour
  - date for review
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

**D. Liaising with professionals or agencies beyond the Academy**

The SENDCo will:

- understand the local offer, including the provision that the local authority expects to be available from local providers
- understand the support available including:
  - education

- health and social care services for children with SEND
- services assisting providers to support young children with medical conditions, including transport
- childcare for children with SEND
- services providing parents and children with information, advice and support on SEND
- support groups who can support parent carers of disabled children
- for Children who are Looked After by the local authority
- link with the local authority to liaise over provision for individual children including local arrangements for EHCP needs assessments, Annual Reviews, appeals processes and specialist placements
- link with the local authority and Trust support on wider strategic issues, engaging with training and local networks to forge relationships and develop a robust knowledge of local processes
- understand local authority funding processes and take responsibility for the distribution of funds in the Academy to meet the needs of children with SEND
- work with relevant colleagues in the local authority and neighbouring schools to ensure smooth transition processes are in place for children with SEND including:
  - effective sharing of information between professionals
  - effective engagement with families ensuring their views and preferences are heard
  - personalised support for the child to prepare for transitions
- liaise with professionals or agencies beyond the Academy and Trust, including, but not limited to:
  - SEND support or learning support services
  - sensory support services or specialist teachers
  - therapies such as speech and language therapy, occupational therapy and physiotherapy
  - educational psychology services
  - support available to parents to aid their child's development at home
  - Independent Advice and Support Services (SENDIASS)

- Local voluntary agencies that provide support to children and their families
- Social Care Services

## **E. Continually develop own practice**

Effective practitioners reflect on their own practice and undertake continuous professional development. The SENDCo will:

- understand:
  - their own responsibilities to children with SEND, their carers/parents
  - the Trust and Academy's approach to identifying and meeting SEND
  - how to determine reliability of evidence of the effectiveness of provision
- make use of The Oasis Way SEND audit to assess their own skills and competencies, identify any gaps and next steps in professional development and that of the wider Academy
- identify and use training and other sources of support to address their own development needs including from the Trust and local authority
- keep up-to-date with the latest developments in research related to SEND practice and inclusive high quality teaching

## **ORGANISATIONAL RESPONSIBILITIES**

### **Safeguarding children and young people**

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- **To work to the best of ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life in a way which seeks to uphold the Oasis Ethos and the Oasis 9 Habits**
- To effectively contribute to our organisational commitment to excellent education at the heart of our communities.
- To be aware of and understand our Equality and Diversity Policy and ensure at all times that the duties of the post are carried out in accordance with the Policy.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and policies.
- Review and develop own professional practice, maintain effectiveness as a member of the academy staff by taking responsibility for own continuing professional development.
- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.



# Person Specification

## SENDCO

### Our Purpose

The vision of Oasis Community Learning (OCL) is to create ‘Exceptional Education at the Heart of the Community.’

All our Academies are committed to achieving this vision through developing character, competence and sense of community with every child, providing a rich educational experience that is underpinned by our philosophy of education; inspirational leadership, deep learning and healthy communities.

### Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• NASENCo/NPQ SEND (from Sept 2024) or willingness to undertake either qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to undertake the NPQ SENDCo qualification (if NASENCo already achieved)</li> <li>• Willingness to undertake additional SEND specific training and qualifications including SEND assessment (e.g. Certificate in psychometric testing, assessment and access arrangements)</li> </ul>
<b>Experience, Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Experienced teacher</li> <li>• In depth experience and knowledge of supporting SEND needs in an education setting</li> <li>• Knowledge and awareness of the <i>Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan</i></li> <li>• The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English’</li> </ul>	<ul style="list-style-type: none"> <li>• In depth experience and knowledge in developing and delivering whole school CPD materials in particular on high quality teaching or specific areas of SEND practice or needs</li> <li>• Working alongside local authority partners and a range of external agencies with confidence</li> <li>• Providing high quality feedback and coaching to support the development of individual practitioners</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of leading a team or organising and overseeing the work of others</li> <li>• Demonstrate sound knowledge and understanding of: <ul style="list-style-type: none"> <li>○ Effective child protection and safeguarding practice and procedures</li> <li>○ Working together to safeguard children 2018</li> <li>○ SEND Code of Practice 2015</li> <li>○ The Equality Act 2010</li> </ul> </li> <li>• Experience of monitoring and evaluating the impact of whole school strategies and developing relevant action plans to improve practice</li> <li>• Ability to analyse a range of data sets in relation to individual pupils and school wide trends and provide accurate reports to the senior team</li> <li>• Experience of maintaining accurate and high quality records, ensuring timely distribution to relevant stakeholders</li> <li>• Good IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of and experience implementing The Oasis Way for Inclusive Practice including its 4 SEND levers</li> <li>• An in depth understanding of how trauma and attachment impacts the development of children and its interaction with behaviour and SEND</li> <li>• An understanding of the disproportionate impact of exclusions for children with SEND and experience of implementing strategies to reduce the risk of exclusion for vulnerable children</li> </ul>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• A demonstrable commitment to inclusion and a sound whole school vision for SEND provision</li> <li>• Good organisational skills</li> <li>• Ability to encourage and motivate learning with high expectations of behaviour particularly for children with additional needs</li> <li>• Good interpersonal skills and the ability to work effectively with a wide range of people across the organisation and external agencies and stakeholders</li> <li>• High level of discretion and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to child centered planning and co-production</li> <li>• Having a solution focused approach to tackle challenges and create a culture of high expectations and support for children with SEND</li> <li>• A commitment to ongoing research in child development, pedagogy and SEND</li> </ul>



	<ul style="list-style-type: none"><li>• Reliability, motivation, adaptability and resilience under pressure</li><li>• Commitment to safeguarding and promoting the welfare of children and young people</li><li>• Willingness to undergo appropriate checks, including enhanced DBS checks</li><li>• Motivation to work with children and young people and their families</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people and their families</li><li>• Emotional resilience in working with challenging behaviours and managing challenging conversations with staff and families</li><li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos</li><li>• <del>Willingness to undertake appropriate First Aid training to contribute to the Academy's First Aid provision.</del></li></ul>	
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