



School: Humberstone Junior Academy
Job Title: SENDCO - Leader of SEND

**Key Relationships/
Liaison with:** Executive Head

Grade MPS/UPS + Allowance

Job Purpose: The SEND Leader, in collaboration with the Senior Leadership Team, plays a key role in determining the strategic development of the SEND policy and provision in the school, to raise the achievement of children with SEND. The SENDCo takes day to day responsibility for the operation of the SEND/LAC/Inclusion policies, and leads the provision made for individual children within these groups, working closely with staff, parents and carers and other agencies. The SENDCo will provide related professional guidance to colleagues with the aim of securing high quality teaching and outcomes for children within identified groups.
The SENDCO, with the support from the Executive Head and Heads of School seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis of assessment of children's needs, by:

MAIN DUTIES AND RESPONSIBILITIES:

The SENDCO will support the Executive Head and Heads of Schools in:

- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements.
- Collaborating with the wider SLT so that the learning for all children is given equal priority, and available resources are used to maximum effect.
- Overseeing the day-to-day operation of the school's SEND/LAC/ and Inclusion Policies.
- Providing the full range of responsibilities of the DSL role as part of the Safeguarding and Pastoral Team.
- Leading and co-ordinating provision for children with Special Educational Needs and Disabilities.
- Overseeing all inclusion related record keeping and monitoring evidence.

- Contributing to the professional learning of staff, inclusive of the wider SLT.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The SENDCO is committed to:

- Securing and delivering the key functions of the school.
- Carrying out professional duties of a teacher as described in part 10 of the school Teachers' Pay and Conditions Document, including those duties particularly assigned to him/her.
- Being determined to ensure all SEND pupils under their care make good progress or better, are engaged and are ready for the next stage of their development.
- Promoting the fundamental core belief that all children can learn and achieve, regardless of background, ability or previous experiences.
- Providing an example of excellence as a leading classroom practitioner and coach, inspiring and motivating other staff members.
- Achieving the highest standards throughout this phase of leadership and acting as a good role model to colleagues.
- Demonstrating an expert practitioner's understanding of how children learn most effectively.
- Engaging the whole school community in issues relating to Inclusion.

OTHER DUTIES

- To co-ordinate all annual reviews and attend/chair where necessary.
- To attend daily and weekly meetings, in accordance with school policy, and to lead such meetings as required.
- To prepare and present reports, as required by the Executive Head, to Trustees, parents and other relevant outside agencies
- To attend and lead relevant meetings relating to SEND as required.

KEY ORGANISATIONAL OBJECTIVES

The post holder will contribute to the school's objectives in service delivery by, always:

- Enacting Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection Legislation.
- Operating within the school's Equal Opportunities framework.
- Committing to and contributing to improving standards for pupils as appropriate.
- Acknowledging customer care and quality initiatives.

- Contributing to the maintenance of a caring and stimulating environment for pupils.

LEADERSHIP AND MANAGEMENT

The post holder will assist the SLT in delivering the vision and direction for the Trust, setting high expectations, modelling professional conduct, having a clear focus on pupils' progress and learning, bridging the gap for identified learners and the promotion of engagement of all members of the local community. To achieve this, they must:

- Play a significant role in setting aims and objectives for the school and promoting the school culture, along with the Executive Head, Trustees and other senior members of staff, and actively and consistently model the schools vision.
- Take full responsibility for developing and monitoring policies and practices as laid down in the School Development Plan and in agreement with the Executive Head, and lead and manage implementation of those policies.
- Lead by example, inspiring, motivating and influencing staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil behaviour.
- Provide effective leadership and management, guidance and support, for all staff as agreed with the Executive Head.
- Achieve accelerated learning for all SEND/and other identified groups of children through improving the quality of teaching and learning
- Make a significant contribution to the school's Continuing Professional Learning programme, including co-ordinating training/leadership programmes and working with individuals and teams in a variety of professional development activities.
- Assist the Executive Head in school self-review and evaluation and in the effective planning and management of school resources to secure future and immediate improvements for identified children.
- Maintain an informed view of standards and of the quality of provision across the school for all identified children; achieve this by monitoring pupils' work, teachers' planning and the delivery of interventions.
- Actively promote equality of opportunity by working as part of a Senior Leadership Team in ensuring the school's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning.
- Lead the day to day administration and organisation of SEND provision across the school, as agreed with the Executive Head, including taking responsibility for agreed areas, intervention timetables and deployment of learning support assistants.
- Support the implementation of the school's Performance Development policy, to secure improvement and individual professional development.
- Participate in recruitment and selection, as agreed with SLT.

- Carry out leadership and management tasks in accordance with school policy and practice.
- Provide regular information to the Executive Head on the evaluation of SEND provision.

TEACHING AND LEARNING

The post holder will undertake a lead role across the school, maintaining high standard of pupils' behaviour and discipline, within the framework of the school policy and supporting other staff as necessary; support the identification of the most effective teaching approaches for pupils with SEND and other identified needs and disseminate those approaches; liaise effectively with parents and carers for all identified pupils, ensuring good relationships between school and home are enhanced and maintained.

The post holder will work with the Executive Head and other staff to develop effective ways of bridging barriers to learning through:

- o Assessment of Needs
- o Monitoring of teaching quality and pupils' achievements
- o Target setting, including IEP's
- o Developing a robust recording system for progress
- o Monitoring the delivery and outcome of intervention strategies, updating and enhancing where applicable
- o Establishing, pro-actively, up to date interventions and implementing them consistently throughout EYFS/KS1 and KS2
- Collect and interpret specialist assessment data to inform practice.
- Work with Executive Head, and other members of the SLT to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils.
- Consider the range of teaching strategies/equipment that could be utilised most effectively for pupils.

SAFEGUARDING RESPONSIBILITIES

The post holder will form part of the DSL Team and must therefore:

- Have a sound working knowledge of Child Protection issues and the need for confidentiality, and identify to the named Child Protection colleague in school any concerns in respect of individual children.
- Be aware of and comply with policies and procedures relating to Child Protection, Health and Safety and Security, Confidentiality and Data protection, reporting all concerns to an appropriate named person.
- Support the protocols and systems that are in place to address the needs of children with or any child in need as defined in the Children's Act.

- Ensure Safeguarding Procedures and the Common Assessment Framework are in place, are understood and are implemented within every phase of the school.
- Ensure Child Protection procedures and processes are followed throughout the school

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The nature of the work will involve the postholder carrying out work outside of normal working hours.
- (b) The postholder will be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- (c) Expenses will be paid in accordance with the financial policy.
- (d) This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

Job Title SENDCo

	Job Requirements	Essential	Desirable
Qualifications Training, Skills, knowledge and experience	Qualified Teacher Status	✓	
	Evidence of continuing and recent professional development in relevant areas		
	Recent, significant and successful experience as a teacher in the primary phase	✓	
	A proven track record of raising attainment in any key stage	✓	
	An excellent understanding of current theory and best practice in teaching and learning, particularly related to SEND and pupil progress	✓	
	Good understanding of how children learn and relevant pedagogy	✓	
	Significant and successful experience of leading aspects of curriculum development at whole school level	✓	
	Good understanding of effective leadership and management in relation to raising pupils' attainment and school improvement	✓	
	Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions	✓	
	Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils	✓	
	Knowledge of equality of		

	opportunity issues and how they can be addressed in schools	✓	
	Leadership qualities, including positivity, resilience and the ability to enthuse and motivate others	✓	
	The ability to provide a model of best practices, through teaching in own or other classrooms	✓	
	Experience of contributing to school improvement, as a member of a school team	✓	
	The ability to develop and maintain effective relationships with all members of the school community and outside agencies	✓	
	Good understanding of effective strategies for gaining and maintaining high standards of behaviour at whole school level, in accordance with the school's policy	✓	
	Knowledge and understanding of statutory requirements, relevant legislation and government strategies relation to SEND and the national safeguarding agenda	✓	
	Ability to understand, interpret and present school performance data Understand the role of parents and the community in school improvement and how this can be promoted and developed	✓	
	Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines	✓	
	Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and	✓	

	demonstrate an understanding of safeguarding issues and the ability to follow procedures		
	Approachability, accessibility and flexibility, strong personal presence and a sense of humour	✓	
	Successful experience of improving the quality of teaching and learning, through processes of monitoring and support		✓
	Relevant further Professional Qualifications preferably in SEND Proven outstanding teaching across more than one key stage		✓
	Experience of teaching in more than one school		✓
	Experience of Performance Development as a team leader		✓
	Experience of developing and leading staff development programmes for teachers and other staff		✓
	Experience of managing and using pupil attainment and tracking databases		✓
	Understanding of leading and managing change		✓
	Experience of involvement with a Governing Board/Trustee Board		✓
	Experience of initiating and implementing strategies to improve parental involvement in their children's learning		✓