



**RAINHILL
HIGH SCHOOL**

Job Description

<u>Job Title:</u>	SENDCO with specific responsibility for KS4, KS5 and FEFA
<u>Grade:</u>	MPR/UPR plus TLR 1B £10,200 pa
<u>Contract:</u>	STPC Monday – Friday Full time
<u>Responsible to:</u>	Deputy Headteacher: Quality of Education
<u>Responsible for:</u>	Shared responsibility, with SENDCO for KS3, for Line Management of the LSA team. Shared responsibility, with SENDCO for KS3, for Statutory SEND provision.

Overall Role and Remit
Duties and Responsibilities

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher.
- To secure high quality outcomes and progress for students with SEND, with specific responsibility for KS4, KS5 and FEFA students.
- To implement strategies for students with SEND to overcome barriers to learning and achievement, with specific responsibility for KS4, KS5 and FEFA students.
- To ensure that all teaching in the Academy reflects and meets the needs of SEND students, with specific responsibility for KS4, KS5 and FEFA students.

Expectations

Alongside the SENCO for KS3, and with a specific responsibility for KS4, KS5 and FEFA students, to:

- Ensure a consistent and continuous focus on student achievement and progress for students with SEND through a rigorous process of assessment and intervention.
- Design and implement systems for identifying, assessing and reviewing SEND provision.
- Implement and monitor personalised support plans for students with SEND complex needs to support them to overcome barriers to learning.
- Ensure the effective operation of quality control systems which monitor and evaluate the provision for SEND students in line with procedures, including evaluation against quality standards and performance criteria.
- Seek/implement modification and improvement where required as a result of quality assurance and evaluative activities.
- Ensure effective development of SEND learner literacy & numeracy.
- Ensure development of learners' individual and collaborative study skills necessary for them to become independent learners.

- Ensure continuity of support and learning when transferring students with SEND through liaison with other primary and secondary schools (KS3 SENDCO) and with 16+ and 18+ providers and secondary schools (KS4, KS5 and FEFA SENDCO).
- Set and communicate appropriate academic and personal targets for students with SEND and monitor progress towards these targets.
- Identify individual and groups of students with SEND who are under performing through monitoring and analysis of progress towards targets.
- Implement strategic support programmes to address underperformance of individual and groups of students with SEND.
- Monitor the impact of support strategies and adapt as necessary to ensure these programmes secure better outcomes for underperforming students.
- Formulate aims, objectives and strategic plans to raise standards and outcomes for SEND students which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy.
- Establish the process of the setting of targets for SEND provision and work towards their achievement.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to students with SEND.
- Ensure the most effective teaching approaches for students with SEND are identified and shared.
- Develop the knowledge and skills of all staff to better meet the needs of students with SEND.
- Ensure the School responds appropriately to all SEND guidance and legislation.
- Update the Headteacher, senior staff and governing body on the effectiveness of provision.
- Liaise with the pastoral team and a variety of agencies and experts to best support students with complex needs including Ed Psych, social services, CAMHS complex families and student/parent specific support groups.
- Liaise with parents/carers to offer information/guidance to ensure that students gain maximum benefit from their learning opportunities.
- Organise and chair meetings where appropriate.
- Keep up to date with national developments in SEND and teaching practice and methodology.
- Actively monitor and respond to development and initiatives at national, regional and local levels.
- Effectively deploy relevant support staff working in subject areas.

Generic Responsibilities of all Rainhill Staff

- (a) To work consistently to uphold the school's mission statement.
- (b) To work in a co-operative and polite manner with all stakeholders.
- (c) To work with students in a courteous, positive, caring and responsible manner at all times.
- (d) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- (e) To be polite, cooperative and positive when communicating to other staff.
- (f) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (g) To work with visitors to the school in such a way that it enhances the reputation of the school.
- (h) To seek to improve the quality of the school's service.
- (i) To present oneself in a professional way that is consistent with the values and expectations to the school. The appearance of all staff should at all times be supportive of school policies for the students e.g. professional and appropriate appearance at all times including when out of school eg; trips, CPD etc.

Review of Performance

Appraisal reviews will focus on the following areas: Leadership and Management, Pupil Progress, Professional Development, Teaching and Learning. Appraisal Objectives will be in accordance with the school's policy. TLR post holders will not have the same number of objectives as main scale teachers.

Leadership Expectations

Rainhill leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan:

- a. to act selflessly,
- b. with integrity,
- c. objectively
- d. and be accountable,
- e. open and
- f. honest and
- g. demonstrate leadership skills.

Leader of Change

- a. Lead and support team members to change to secure continuous improvement that is linked to the School Development Plan.
- b. Articulate the reasons for, and benefits of, particular changes.
- c. Inspire, support and influence team members when there is a fear of or reluctance to change.

Effective Leading of Team

- a. Build, coordinate and lead a team of high-performing teachers and colleagues to ensure effective learning and teaching.
- b. Create a culture that encourages ideas and contributions from others.
- c. Motivate, develop, empower and sustain individuals within the team.

Leading Students

Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.

Leading Teaching

- a. Establish an educational culture of 'open classrooms' as a basis for sharing best practice.
- b. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and the curriculum.

Developing Staff

- a. Inspire and motivate staff.
- b. Evaluate and improve teacher and support staff performance.
- c. Support and coach individuals to perform at the highest level.
- d. Respond effectively to issues of underperforming staff.
- e. Hold all staff to account for their professional conduct and practice. Be rigorous, fair and transparent in managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Working with Other Leaders

Collaborate and work within and across the school community, and beyond.

Leadership Qualities

- a. Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- b. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders
- c. Lead by example, with integrity, creativity, resilience and clarity.
- d. Is acutely aware of the strengths and weaknesses of their department and has a plan of action for all weaknesses whilst prioritising those that will maximise outcomes.
- e. Leaves absolutely nothing to chance and has few surprises.
- f. Ensures interventions take place, driven by a diagnosed need, whilst rigorously analysing impact of action.
- g. Has the courage and conviction to take risks.
- h. Takes difficult decisions wisely.
- i. Is insistent on a consistency of approach, individually and across the team.

Managing of Systems and Progress

- a. Ensure that the Faculty systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- b. Provide a safe, calm and well-ordered environment for all students and staff.

Effective Communication

- a. Ensures that the Faculty has students at the heart of its decision making.
- b. Ensures the expectations and priorities of the department are shared explicitly with their team.

The post is subject to Enhanced Disclosure

This job description may be amended at any time in consultation with the postholder.

Review date: April 2022

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
