

JOB DESCRIPTION

SENDCo	
Post:	Full-Time Permanent Position
Start date:	September 2024
Salary:	MPS/UPS + TLR2a (£7,500) + SEN2 (£4,750)
Disclosure level:	Enhanced
Core Purpose:	<ul style="list-style-type: none"> To support the Christian ethos of the school, maintain the highest professional standards and contribute to the development of Rawlins as a thriving community To work with the Lead SENDCo to strategically lead and contribute to aspects of the school improvement agenda as directed by the Principal/Vice Principals with a particular focus on quality of education and the improvement of teaching and learning for pupils with SEN To work with the Lead SENDCo to develop aspects of the school's performance in areas identified within the School Improvement Plan (SIP) particularly those linked to SEND and the performance of SEN students Working with the Vice Principal and Lead SENDCo to determine the strategic development of the Special Educational Needs (SEN) policy and provision in the school Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability Work with middle leaders and Heads of Year to support students Provide strategic leadership and professional guidance to colleagues, working closely with staff, parents and other agencies to ensure that the identified areas of school improvement deliver the best possible experience and results for pupils To ensure the effective placement of provision and support for SEN students Work proactively and effectively in collaboration and partnership with learners, parents/carers, Governors, other staff and external agencies in the best interests of pupils Review, develop and implement policies and practices which reflect the school's commitment to providing an outstanding quality of education where all pupils thrive, achieve and experience success In conjunction with the Lead SENDCo develop, implement and monitor, using the School Improvement Framework (SIF), key improvement priorities and actions to improve the quality of education and outcomes for SEN students Mentor and develop specific SEN designated staff along with middle leaders and teachers to ensure that exceptional provision exists for SEN students Plan and lead professional learning sessions for staff across the school.

	<ul style="list-style-type: none"> • The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
Core Outcomes:	<ul style="list-style-type: none"> • Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision • Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability • Make sure the SEN policy is put into practice and its objectives are reflected in the SIP • Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice • Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective • Support the development of action plans based upon outcomes of both internal and external reviews of SEN provision ensuring that these are reflected in the SIP • Deliver high quality, engaging lessons which enable all pupils to acquire powerful knowledge and make excellent progress, leading by example • Demonstrate a commitment to a collaborative vision of excellence, ambition and equality that sets high standards for every pupil and member of staff • Work closely with staff and pupils to develop a range of strategies which promote pupil engagement in learning and enjoyment of school life for all pupils with SEN or a disability • Promote exemplary standards of staff conduct, ensuring a continuous and consistent focus on pupils' achievement and development (moral, spiritual, physical and social, as well as academic) • Set high standards and expectations for personal, pupil, and staff behaviours and actions in support of the achievement of the school's vision • Undertake learning walks and support the climate walk rota and feedback findings to the Principal, Vice Principals and the wider Senior Leadership Team • Lead/participate in stakeholder events and INSET training • Actively supporting the ethos of the school in terms of behaviour and attendance as a wider member of the extended SLT • Perform other duties to be determined in discussion with the Principal.
Responsible To:	<ul style="list-style-type: none"> • Vice Principal and Lead SENDCo
Responsible For:	<ul style="list-style-type: none"> • Line Management: Identified staff employed with specific SEN responsibility.
Key Relationships/Liaison with:	<ul style="list-style-type: none"> • Trust Executive Team, SLT, SENDCo, teachers, support staff, Local Governing Body, parents, pupils and external agencies

Key Areas of Responsibilities:

Faith, Vision and Values	<ul style="list-style-type: none"> • To maintain a positive Christian ethos, which recognises the dignity of each individual and is reflected in the day to day life of the school. • To encourage staff, pupils, parents and all involved in the life and work of the school to understand and share its vision, mission and aims as a Christian educational community. • To help lead the school as a successful and inclusive learning community that ensures all pupils are developed to their full potential. • To ensure that every pupil, irrespective of cultural or social background, is valued as an individual.
Strategic Direction and Development	<ul style="list-style-type: none"> • Support the Lead SENDCo in the provision of strategic leadership to SEN to ensure that provision is effective and impactful for all stakeholders • Support and communicate the shared vision and strategic direction so that it is shared and understood, defined and implemented by all stakeholders • Support the Lead SENDCo in the preparation and review of information the Governing Board is required to publish • Support the development of the School Improvement Plan and Reviews and contribute to the cycle of continuous school improvement • Lead by example and provide inspiration and motivation to the whole school community. Articulate the school ethos, which promotes high levels of progress and attainment within an inclusive, caring and safe environment. • Play a key role in raising attainment and aspiration, ensuring the school achieves its performance targets and the best outcomes for its pupils especially those with SEN or a disability • Challenge, motivate and empower others to attain ambitious outcomes for students with SEN or a disability • Be aware of the changing educational environment and take account of national and local data, and the OFSTED inspection framework, and how other institutions are affecting change and transformation.
Leading SEND	<ul style="list-style-type: none"> • Actively support the ethos of the school in terms of SEND, behaviour and welfare • Support and develop a culture of safeguarding and pupil welfare across the school • Address, and support others to address, the needs and aspirations of all pupils by personalised learning and effective pastoral support and mentoring • Work with all stakeholders to identify a pupil's SEN and develop strategies to meet their needs • Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness • Secure relevant services for the pupil including the preparation of applications for additional funding, Education, Health and Care Plans (EHCPs) and review meetings • Ensure records are maintained and kept up to date and that records are accurate and suitable for use to support requests from external agencies • Review the EHCP with parents or carers and the pupil and external agencies as required • Communicate regularly with parents or carers regarding pupil progress, behaviour and attitude to learning • Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil

	<ul style="list-style-type: none"> Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
Raising Aspiration, Achievement and Attainment	<ul style="list-style-type: none"> Work with the Vice Principal – Quality of Education and Lead SENDCo to analyse and evaluate pupil progress, identifying and evaluating interventions to support whole school achievement ensuring that we close gaps for students with SEN Support and promote a culture of continuous improvement, using interpretation of data, and effective planning and provision so all pupils with SEN can achieve Effectively support systems for monitoring the quality of teaching and learning particularly relating to SEN provision Support the effective systems of communicating with pupils, parents, staff and Governors.
Leading Learning and Teaching	<ul style="list-style-type: none"> Support the Quality of Education team in the monitoring and review of effective teaching and learning with a culture of high standards and aspirations. Ensure that opportunities are available that support every pupil to develop and build self-esteem. Promote and encourage creativity and innovation in pedagogy, engaging all staff in the creation, consistent implementation and improvement of the curriculum, and approaches to teaching to meet key school objectives. Provide an example of 'excellence' as a classroom practitioner and inspiring and motivating other staff. Have the personal pedagogical understanding which inspires learners to achieve well, relative to their prior attainment and to make progress as good as, or better than, similar learners nationally.
Develop Self and Others	<ul style="list-style-type: none"> To lead, motivate, challenge and develop staff to ensure that the school can maximise potential for all students with SEN Act as the SEN expert to support staff with their development of professional practice relating to the teaching of SEN students Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis Support a collaborative culture which positively embraces change and progression through effective teamwork and empowerment. Be committed to your own professional development, regularly attending any relevant training and development activities both within and outside school
Managing the Organisation	<ul style="list-style-type: none"> Support the maintenance of effective systems for safeguarding all pupils in school and working with external agencies as required. Lead by example, be personally visible and committed, whilst adopting a strong flexible leadership style. Communicate openly with the Principal and Vice Principal, with requested reports and updates on a regular basis. Ensure pupils, including targeted groups, are continually making progress and achieving across the school. Publicly support all decisions of the Principal and Governing Body Work with the SLT to provide effective organisation and management of the school, and seek ways to improve organisational structures and functions based on rigorous and robust self-evaluation
Securing Accountability	<ul style="list-style-type: none"> Work with the SLT to ensure the school's accountability to a wide range of groups, particularly parents, carers, Governors; ensuring that pupils

	<p>enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole school community.</p> <ul style="list-style-type: none"> • Line manage a group of staff, undertaking their appraisal. • Support and implement the engagement of all stakeholders including parents and the community. • Carry out other management responsibilities or tasks allocated
Strengthen the Community	<ul style="list-style-type: none"> • Promote and maintain active links between the school and parents of SEN pupils to ensure good channels of communication and mutual support • Actively support and promote cohesion in the wider community, promoting a range of provision within and outside school • Maintain and promote positive behaviour and anti-bullying within school and the community • Support the wellbeing of pupils ensuring safety both in and outside of school • Liaise effectively with all stakeholders, including parents, pupils, feeder schools, partner secondary schools, business and community partners, and the wider community, as appropriate to designated strategic responsibilities. • Share knowledge and expertise with other schools to support and improve pupil achievement and promote innovative initiatives • Promote the values and achievements of the school to the community
Teaching	<ul style="list-style-type: none"> • Carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Principal and the accountabilities expected of class teachers
Safeguarding	<ul style="list-style-type: none"> • The Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. It is a condition of employment that all staff are trained to an appropriate level to meet their safeguarding responsibilities
Other Duties	<ul style="list-style-type: none"> • To participate in annual Safeguarding training and ensuring the safety and well-being of all pupils is at the forefront of decision making and actions • Rawlins is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Rawlins has to ensure all staff are suitable to work with children and will keep them safe. Therefore, all shortlisted candidates are subject to an online check. This post is also subject to an Enhanced Disclosure and Barring Service check and background checks

This Job Description must be read in conjunction with the generic Job Description for a classroom teacher.

PERSON SPECIFICATION

SENDCo		
	<i>Essential</i>	<i>Desirable</i>
Able to actively support the ethos, vision and values of the school	✓	
Training, Experience and Qualifications		
Sustained knowledge and experience of school leadership as SENDCo		✓
Honours degree or equivalent	✓	
Qualified Teacher Status	✓	
Evidence of a commitment to continued professional development so as to sustain up-to-date knowledge and understanding of education	✓	
SENDCo Qualification or studying to achieve the SENDCo qualification	✓	
Evidence of continued and relevant professional development in school leadership and management	✓	
Completed or working towards leadership qualifications such as NPQSL, participation in Future Leaders Programme, NPQH or alternative qualifications		✓
Professional Qualities		
Evidence of clear values and moral purpose which place pupils at the heart of all decisions	✓	
Demonstrating personal behaviour consistent with the school ethos and vision	✓	
Commitment to a curriculum that is creative and relevant to the interests and needs of all pupils, including their well-being	✓	
Absolute commitment to ensuring the safety and well-being of pupils	✓	
Proven record of being transparent and accountable to parents, Governors, relevant external bodies and the local community	✓	
Track record of solution focused support for Leadership	✓	
Knowledge and Understanding		
Evidence of a current knowledge and understanding of local, national and global education relating to SEN	✓	
Safeguarding training including Designated Safeguarding Lead		✓
Excellent subject knowledge	✓	
Understanding of data and ability to use it effectively to enhance pupil performance		✓
Participation in professional development	✓	

	<i>Essential</i>	<i>Desirable</i>
Professional Skills and Abilities		
Experience of teaching in more than one school across the whole secondary age range	✓	
A highly effective teacher with proven consistent good/outstanding teaching in the secondary classroom	✓	
Knowledge and understanding of how to maintain and raise the quality of teaching and learning across the school and a proven track record for doing so	✓	
Proven track record of efficient and timely management of workload and a flexible approach to crisis management and change	✓	
A high regard for administrative efficiency	✓	
Proven track record of analysis, evaluation and communication of progress data to ensure positive outcomes	✓	
Leadership and Collaboration		
Able to build, communicate and implement a coherent vision for the SEN provision in school in consultation with all stakeholders	✓	
Evidence of a drive to encourage and pursue excellence in all aspects of school life and a clear sense of what strategies might be effective for achieving this	✓	
Proven ability to lead by example and create a shared commitment and responsibility to the school through teamwork, distributed leadership and professional reflection	✓	
Proven ability to build a culture where pupils feel confident that their concerns will be listened to and acted upon	✓	
Proven ability to adapt to change, able to assess new ideas and embrace them if they improve pupils learning	✓	
Ability to encourage parents to play their part in their child's learning (both in and out of school)	✓	
Knowledge and experience of working productively with the Governing Body and an understanding of its statutory duties	✓	
Proven ability to strategically lead SEN, Pastoral and safeguarding	✓	
Management of People and Resources		
Proven experience of managing people, including staff performance reviews and supporting ongoing professional development	✓	
Proven experience of prioritising, setting and managing a range of processes to contribute to school improvement	✓	
Excellent organisational skills which maintain the smooth running of the school whilst maintaining a focus on the long-term vision	✓	
Personal Qualities		
Excellent interpersonal and communication skills	✓	
Enthusiasm, commitment, flexibility and resilience	✓	
Ability to work well on own initiative and as part of a team	✓	
Excellent organisational skills	✓	
Ability to prioritise work and multi-task	✓	

	<i>Essential</i>	<i>Desirable</i>
Strong role model for pupils	✓	
Professional and friendly manner alongside a sense of humour	✓	
General Circumstances		
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	✓	

Rawlins expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the post-holder may be expected to carry out work that is not specified in the job profile but which is commensurate with the grade of the role within the remit of the duties and responsibilities.

This Job Description is not prescriptive and may be changed, in consultation with the post holder. Therefore, other tasks may be added and include tasks that the Principal may reasonably require from time to time or are in keeping with the aims, and current development plans of the school.

Information for all applicants / post-holders:

- The above responsibilities are subject to the general duties and responsibilities contained in the 'School Teachers' Pay and Conditions' document
- Rawlins are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment
- The successful candidate will have to meet the person specification and will be required to apply for an enhanced DBS disclosure and all other pre-employment checks outlined in Keeping Children Safe in Education
- All appointments are subject to Safer Recruitment practices

We particularly welcome applicants from under-represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.